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ABSTRACT

Malaysia's education system has experienced a variety of situations and circumstances since May 1956, when the Razak Education Committee laid the foundation for a national system of education. Discussed in this publication are the history of educational development; educational organization and administration; the structure of education; curricular and co-curricular activities; examinations, evaluation, and supervision; teacher education; educational resources; financial aids; special education; higher education; and educational services and training by other agencies. (RM)

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EDUCATION IN MALAYSIA 1980

PREPARED BY
EDUCATIONAL PLANNING AND RESEARCH DIVISION
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1980

Sp 015 061

DEWAN BAHASA DAN PUSTAKA
KEMENTERIAN PELAJARAN MALAYSIA
KUALA LUMPUR
1981

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Percetakan Dewan Bahasa dan Pustaka
Kuala Lumpur

FOREWORD

It was twenty four years ago, May 16th 1956, on the eve of the then Malaya's independence, when the Razak Education Committee laid the foundation stone for a national system of education. Since then so much water has passed under the bridge. Malaysia's education system has experienced a variety of situations and circumstances. And it has demonstrated its resilience by adapting itself to those situations and circumstances.

To date there had been four major educational reviews since the Razak Committee of 1956. With each review the national system took on a different structure and orientation.

This descriptive vignette is intended to update the reader with Malaysia's current education system. It is hoped that this brief description provides the reader with a general understanding of the structure and organisation of education in Malaysia today.

(TAN SRI DATO' HAJI MURAD MOHD. NOOR)
Director-General of Education,
Malaysia.

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I

HISTORY OF EDUCATIONAL DEVELOPMENT

The educational system in Malaysia has a fairly rich history. In its development, the indigenous features have been influenced by ideas brought from the East and the West. Historically the Hindu influence in the Malay Peninsula (now Peninsular Malaysia) began since the first century A.D. With the rise of the Malacca Sultanate in the early fifteenth century, the Hindu influence was gradually replaced by Islam. Early contact with the West began with the capture of Malacca by the Portuguese in 1511 and later by the Dutch in 1641.

Western influence began to spread in the Peninsula with the coming of the British who occupied Penang in 1786, Singapore in 1819 and Malacca in 1824. By 1909, they had established themselves as the colonial masters.

British influence and authority over North Borneo (Sabah) and Sarawak were established almost concurrent with her expansion in the Malay Peninsula. James Brooke acquired Sarawak in 1804 and the British North Borneo Company occupied Sabah in 1878. Subsequently, both these states became British protectorates.

With the expansion of the tin industry by the British, the Chinese immigrants to the Malay Peninsula began to come in large numbers. The growth of the rubber industry during the twentieth century had also resulted in an influx of Indian immigrants. These events changed the pattern of local population and gave rise to the existing plural society, comprising of three major ethnic groups; namely, the Malays, the Chinese and the Indians.

However, the British occupation of the Malay Peninsula, North Borneo and Sarawak were disrupted by the Japanese occupation from 1941 to 1945. After the reoccupation, the British attempted to form the Malayan Union for the Malay Peninsula in 1946 but this move was opposed by the Malays. As an alternative to the Malayan Union concept the Federation of Malaya was formed in 1948. In 1955, Malaya achieved self-governing status and gained its independence in 1957. A system of constitutional monarchy with a popularly elected government was adopted. The Federation of Malaysia was formed in 1963.

The historical development of education in Malaysia can be divided into four periods namely, pre-British, Pre-World War II, Pre-Independence and Post-Independence.

The Pre-British Period

During this period some forms of education had existed among the local population. However, the education provided was non-formal which emphasized Quranic teachings,

good behaviour and morality, spiritual knowledge and martial arts. It also provided some rudiments in handicrafts, and apparenticeship in agriculture, fishing and hunting.

At a more formal level there was the religious system of education known as the "pondok" (hut) school established by the local "ulamak" (Islamic scholars). Students would build huts around the "madrasah" (religious school). This system of schooling still prevails in a more organised manner in certain states of Malaysia.

The Pre-World War II Period

The current system of education in Malaysia had its beginnings with the coming of the British in the early nineteenth century. *Malay education* was provided for by the British Government up to only the elementary level, while education in Chinese, Tamil and English were left to the individuals, welfare agencies and various missionary groups. It was only in the early 1920s that the British started to establish government English schools and provided financial aids to certain Chinese and Tamil schools.

In the Malay Peninsula, formal education in the Malay medium of instruction began in 1821 at a branch school of the Penang Free School. Another Malay medium school was established in Bayan Lepas in Penang in 1934. In Singapore the first Malay medium class was established as a branch of the Singapore Free School in 1855. One year later two more Malay medium schools were set up in Kampong Gelam and Telok Belanga in the island.

The early Malay medium education had strong religious (Quranic) orientations. These encouraged many Malay parents to send their children to these schools. Initially, the Malay schools were assisted by the English East India Company. Later they were completely taken over by the state governments and financial aids were provided for by the British government. By 1938, there were 788 Malay schools in the Straits Settlements and the Federated Malay States. The objective of education, then, was to provide the basic skills in the 3 R's — reading, writing and arithmetic. Thus the education provided had low social and economic values.

The training of Malay teachers was started in 1878 in Telok Belanga, Singapore. In 1900, this training centre was temporarily shifted to Malacca until 1913, when another centre was opened in Matang, Perak. When the Sultan Idris Training College (SITC) in Tanjong Malim was established in 1922, the centre at Matang ceased to function. To cater for the training of Malay women teachers, The Malay Women Teachers' College (MWTC) was established in Malacca in 1935.

Chinese Education had its beginnings in Singapore in 1829. In Sabah and Sarawak the earliest Chinese Schools were located at Paku (1872) and Bau (1874). Unlike the education in Malay schools the Chinese pupils in the Chinese schools were taught to read and write and to use the abacus. The curriculum was China-oriented and textbooks and teachers were brought in from China.

At this stage the development of the Chinese education in Malaya was very much influenced by the political development in China. In order to overcome this unhealthy situation, the British government introduced laws in the 1920s to control the activities of the schools. From 1924, the government started to provide Chinese financial assistance to some of these schools. By 1938, there were some 305 fully assisted Chinese schools, 18 managed by missionary and 331 by private Chinese organizations. Generally, teachers in these schools had no formal training until the Second World War when normal class programmes for these teachers were organised.

Tamil education was offered at a branch school attached to the Singapore Free School beginning from 1834. Two new schools were established in 1873 and 1876. Christian missionary groups contributed much to the development of formal Tamil education by establishing schools such as the St. Francis Xavier Malabar School and the Methodist Girls' Schools, The Federated Malay States Labour Ordinance of 1923 incorporated a provision which required employers, especially in the rubber industry to build schools for their employees' children. By 1938, there were 13 government, 511 estate, 23 missionary and 60 private Tamil schools throughout Peninsular Malaysia. However, the education provided by these schools had relatively low social and economic values. Like in the Chinese schools, the curriculum in the Tamil schools was oriented towards India from where most of the teachers were recruited. Before World War II, a three-year normal class training was started for Tamil school teachers.

English Education was first introduced in Malaya when Penang Free School was established in 1816. This was followed by Singapore Free School in 1824 and Malacca Free School in 1826. In mid-nineteenth century, Christian missionaries established more English schools including St. Francis Xavier and the Convent Girls' School in Penang, the St. Joseph in Singapore, and the Methodist Boys' School and the St. John's Institution in Kuala Lumpur. The first Government English School was built in 1890 in Kuala Lumpur. By 1938, there were 46 government, 59 assisted and 106 private English schools throughout Peninsular Malaysia. These English schools were established mainly for the urban population. The education in these schools was based on a general curriculum, with the view of producing junior administrative officers to support the British administrations. Thus, the Malay College at Kuala Kangsar, Perak was established in 1905 to train administrators for the Malayan Civil Service whose members were initially from the aristocratic families.

To meet the requirements for local trained teachers, normal classes were started in Kuala Lumpur in 1905 and in Penang in 1907. Later Diploma Level courses in Education were offered at the Raffles' College in Singapore.

Higher education began with the establishment in 1905 of the Medical School in Singapore. It was renamed King Edward VII Medical College in 1912. Raffles' College which was established in 1928, offered courses in Arts and Sciences.

The Pre-Independence Period

After the Japanese occupation, political and social changes in Malaya helped to speed up the process of achieving self-government. Different ethnic and social groups must now be integrated into a united nation and the foundations must be laid in the schools. A national system of education must be created and a national education policy formulated. Several committees were formed such as the Barnes Committee in 1950 and the Fenn-Wu Committee in 1951. As an outcome of the deliberations of these Committees, the Education Ordinance of 1952 was passed, though it did not produce the desired changes in the system.

To cater for teacher needs, teacher training programmes were expanded. Two overseas colleges, namely, the Kirkby Teachers' Training College and the Brinsford Lodge Teachers' Training College were temporarily set up in England. Locally, teacher training colleges were also established in Penang, Kuala Lumpur and Johore Bharu.

At the tertiary level, the University of Malaya was established in Singapore in 1949 to cater for the increase in demand for higher education in Malaya and in Singapore.

In 1955, the Woodhead Report urged the British government to take over the responsibility of education for Sabah. Sarawak later accepted the Woodhead Report and suggested that the Local Education Board play a major role in maintaining the school system. The McLellan Report in 1960 increased the awareness of the Sarawak government of the necessity of having an integrated education system.

The Post-Independence Period

In 1956, a committee was set up under the then Honourable Minister of Education Dato' Abdul Razak bin Dato' Hussein, to study the existing education systems. This committee proposed a new national educational policy with a view to ultimately make Malay Language as the National Language and as the medium of instruction while pre-serving and sustaining the languages and cultures of the other social groups in the Federation. This report was commonly known as the "Razak Report" because it was the educational policy document of the country and was enacted in the then Malayan Parliament as the Education Ordinance of 1957.

A review of the implementation of the new national educational policy was made in 1960 by a Review Committee headed by the late Honourable Encik Abdul Rahman bin Talib. The main recommendations of this review committee were incorporated in the Education Act of 1961. This Act was extended to Sabah and Sarawak in January 1976. The existing system of education is the result of the implementation of this Act. The main recommendations of the Rahman Talib Report were namely: free primary education, automatic promotion from Standard One (Grade one) up to Form Three (Grade 9), assessment examination at primary level, enhancement of technical and vocational education, conversion from the English to the Malay medium of instruction and the expansion of teacher training programmes.

A comprehensive system of education was introduced at the lower secondary level in 1965. Besides academic subjects, pupils were required to take one of the pre-vocational subjects, comprising of Industrial Arts, Home Science, Agricultural Science and Commerce.

In order to effectively implement the Education Act of 1961, the administrative and the implementation arms of the Ministry of Education were expanded. Various Divisions and Committees were established. Among these were the Educational Planning and Research Division in 1963, the Technical and Vocational Division in 1964, the Central Curriculum Committee in 1966, the Text-Book Bureau in 1967, The Malaysian Schools Sports Council in 1969, the Educational Planning Committee in 1970, the Division of Educational Media Services in 1972 and the Curriculum Development Centre in 1973. In addition, a Ministry of Education Staff Training Institute (MESTI) was established in 1979. Another agency called the Malaysian Examinations Council was set up in 1980.

In December, 1979, the Cabinet Committee Report on Education was published. Generally the recommendations of the Report are intended to minimise the practical problems and bottle-necks that exist in the current education system. These include: removing unequal participation in education, improving opportunities for higher educational attainments among youths from disadvantaged groups, developing stronger moral and ethical qualities of citizenship among school children, greater emphasis on vocational orientation in education, and streamlining the professional and administrative management of the education system.

With the implementation of the New Economic Policy (NEP), the educational system continues to strive for the achievement of the national development objective as enshrined in the National Ideology (Rukun Negara). The overall objective of the education system is to promote national unity while orientating its programmes to meet the growing demand in manpower, especially in the field of science and technology.

II

ORGANIZATION AND ADMINISTRATION

Organization

Organizationally speaking, the national system of education in Malaysia is centrally based. Its administrative machinery exists at four hierachical levels namely federal (central), state, divisional or district and school. In Peninsular Malaysia, the administrative units are at the federal, state, district and school levels. However, in Sabah and Sarawak, the administrative unit at the district level is replaced by the administrative unit at the divisional level which provides a linkage between school and state administration.

Organizational functions

At the Ministry level, there are a total of eighteen divisions which carry out specific functions of the Ministry. Of these 18 Divisions, 11 are in the professional domain while 7 are in the administrative domain. The eleven professional divisions are as follows:-

1. Educational Planning and Research Division
2. Schools Division
3. Teacher Training Division
4. Curriculum Development Centre
5. Examinations Syndicate
6. Federal Inspectorate of Schools
7. Technical and Vocational Educational Division
8. Educational Media Service Division
9. Islamic Religious Education Division
10. School and Teachers Registration Division
11. Text-book Bureau

The professional domain is headed by the Director-General who is assisted by two Deputy Director-Generals. Each of the professional divisions is headed by a Director.

The administrative domain is headed by the Secretary-General of the Ministry who is

assisted by two Deputy Secretary-Generals. The seven Divisions in the domain are as follows:

1. Establishment and Service Division
2. Administration Division
3. Finance and Accounts Division
4. Development and Supply Division
5. Higher Education Division
6. External Affairs Division
7. Scholarships and Training Division

Main Divisional Functions

1. **The Educational Planning and Research Division (EPRD)** is responsible for the general planning, research, evaluation and co-ordination in matters relating to educational policy and its implementation. This includes macro planning, research on factors which affect the implementation of the education policy, collection, processing and dissemination of educational and financial data and co-ordination of education projects financed by foreign agencies.

2. **The Schools Division** implements all decisions made by the Ministry on curriculum, school time-table, national language policy, courses of studies and special programmes. This Division also administers matters pertaining to professional aspects such as organizations, supervision, establishment, deployment and transfer of teachers. It is also responsible for the special and further education, school libraries and career guidance.

3. **The Teacher Training Division** is responsible for pre-service training of all categories and levels of teachers (except university graduates). In addition, it provides in-service courses for trained teachers and assists the Teaching Services Commission in the selection of teachers.

4. **The Examination Syndicate** organizes and conducts public examinations and processes examination results for all school levels - primary, lower and upper secondary according to the needs and existing provisions in the education system. Besides conducting examinations at the school level, it also conducts examinations on behalf of foreign examination bodies.

5. **The Federal Inspectorate of Schools** is responsible for the continuous observation and supervision of schools; it also advises teachers on matters concerning pedagogy. School inspection is carried out by the inspectors individually as well as in teams. In addition, this Division conducts in-service courses for teachers and carries out research related to the duties of the Inspectorate.

6. **The Technical and Vocational Education Division** plans, prepares and draws up the curriculum and teaching syllabuses, and supervises technical and vocational education, the lower secondary, upper secondary and higher levels (Polytechnic).

This Division is also responsible for co-ordinating the training of technical and vocational teachers and the admission of pupils to technical and vocational schools. It is also responsible for maintaining liaison with other agencies involved with the training of skilled manpower.

7. **The Educational Media Service Division** is responsible for complementing educational programmes in schools, especially in rural areas in order to upgrade the standard of education and provides assistance towards the innovation of education through direct and indirect services. These efforts are transmitted through such media services as educational television and radio programmes. The Division also provides educational technology services for teaching and learning purposes in the classrooms.

8. **The Curriculum Development Centre** conducts research, evaluation, preparation and training of education officers for curriculum innovation and development. For curriculum formulation it conducts research to determine the national needs and aspirations. This Division also produces curriculum materials such as school syllabuses, teachers' guides, pupils' learning materials, evaluation instruments, audio-visual aids and all prototype teaching and learning equipment.

9. **The Islamic Religious Education Division** administers and co-ordinates Islamic education in government and government-aided primary and secondary schools. In addition, it is responsible for secondary religious schools which have been taken over by the Ministry from the state governments. It is also responsible for the preparation of the teaching syllabus for all schools, including the Islamic Teachers' Training College. This Division also helps in channelling financial grants to the Rakyat (Private) Religious Schools throughout the country.

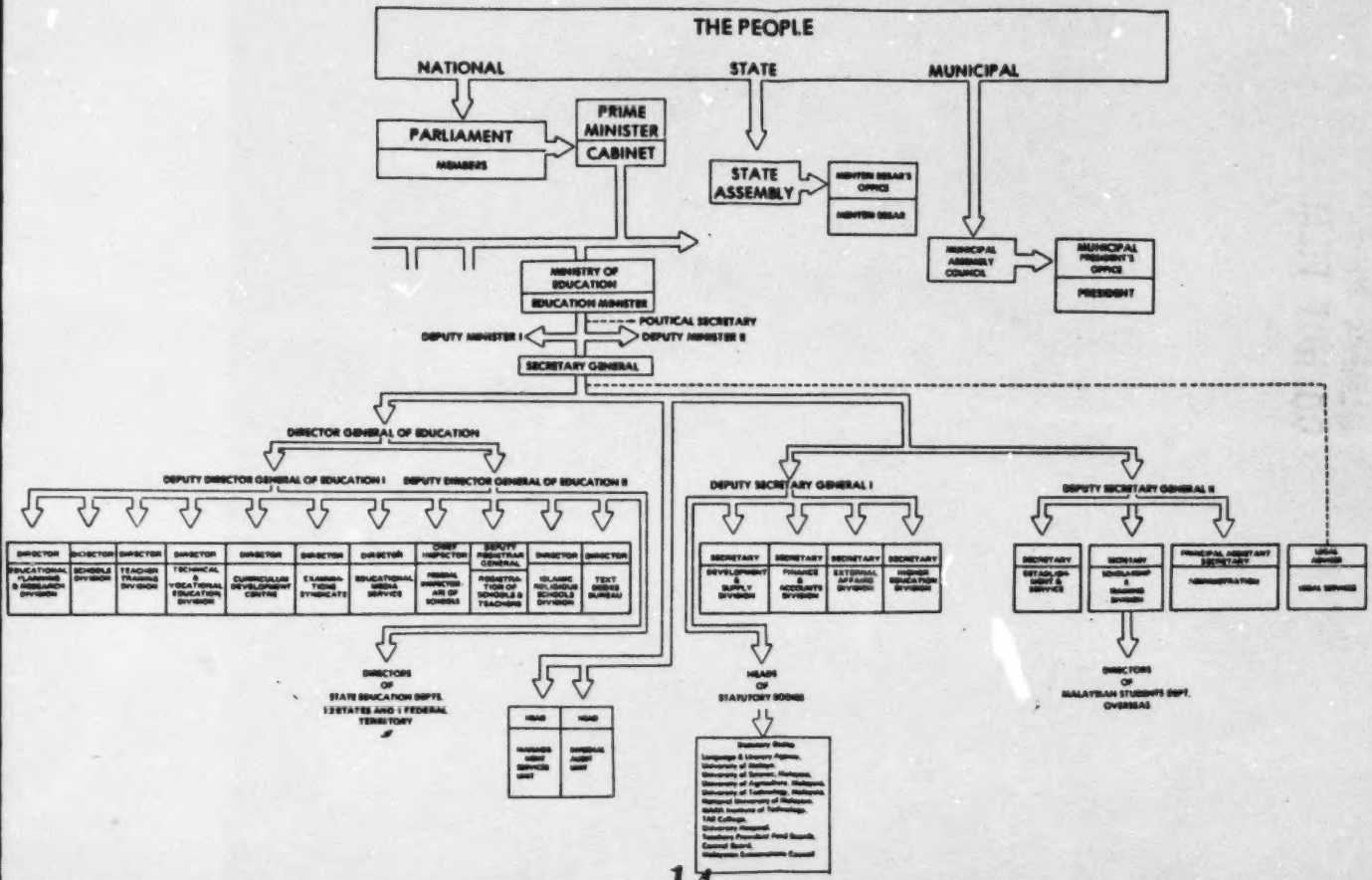
10. **The Schools and Teachers Registration Division** administers all matters pertaining to the registration of educational institutions, either government-aided or private, including pre-schools, teachers, clerks, members of Boards of Governors or Managers and school personnel. The officers of this Division also oversee the security measures in order to check or remove subversive elements from schools.

11. **The Text-book Bureau** is responsible for the evaluation of text-books for the subjects taught in the school system both in the primary and secondary levels. Since 1975, it is also responsible for implementing the Text-book Loan Scheme to children in schools.

12. **The Administration Division** co-ordinates general administration among the Divisions in the Ministry to ensure the smooth running of the administration on the whole. Its responsibility also includes providing security services within the Ministry, co-ordinating regional and international co-operation and organising visits within the country and abroad. This Division also entertains and scrutinizes requests from the public and co-ordinates all matters relating to education during Parliamentary sessions.

CHART I

ORGANIZATIONAL STRUCTURE MINISTRY OF EDUCATION, MALAYSIA



13. **The Finance and Accounts Division** is responsible for preparing yearly estimates of expenditure and for payment of recurrent costs on education. The budget estimates are made separately for each of the following eight activities: general administration, teacher training, primary and secondary education, conduct of examinations, higher education, scholarships, overseas students welfare, research and regional education.

14. **The Development and Supply Division** prepares, co-ordinates and supervises development projects at school levels. It is also responsible for the execution of foreign loans, building construction, supply of furniture and equipment to schools, colleges and state education offices.

15. **The Higher Education Division** co-ordinates and administers higher education policy including pre-university education, manages the welfare of Malaysian students overseas through Malaysian Student Departments, provides information and sponsors private students who wish to study overseas and processes admission of students to local universities.

16. **The External Affairs Division** is responsible for affairs related to the United Nations Educational, Social and Cultural Organization (UNESCO) and other matters pertaining to regional and mutual co-operation among nations in the field of education such as the South-East Asia Ministers of Education Organizations (SEAMEO), ASEAN, COMMONWEALTH and COLOMBO PLAN.

17. **The Scholarships and Training Division** processes the awards of scholarship to students who are eligible for all levels of education. Among the scholarships administered are the Federal Minor Scholarships and Pre-University Scholarships at the university level. It also administers scholarships and bursaries at the first degree and post-graduate levels to those who will serve the Ministry upon the completion of their studies and to serving officers of the Ministry.

18. **The Establishment and Services Division** controls all matters of establishment and services for more than one hundred thousand members of the education service. In addition, the Division also manages the establishment of some 30,000 non-teaching personnel serving with the Ministry. This Division also attends to requests and demands by individual teachers or their unions that are under the purview of the Ministry. Chart I shows the organisational structure at the Ministry level.

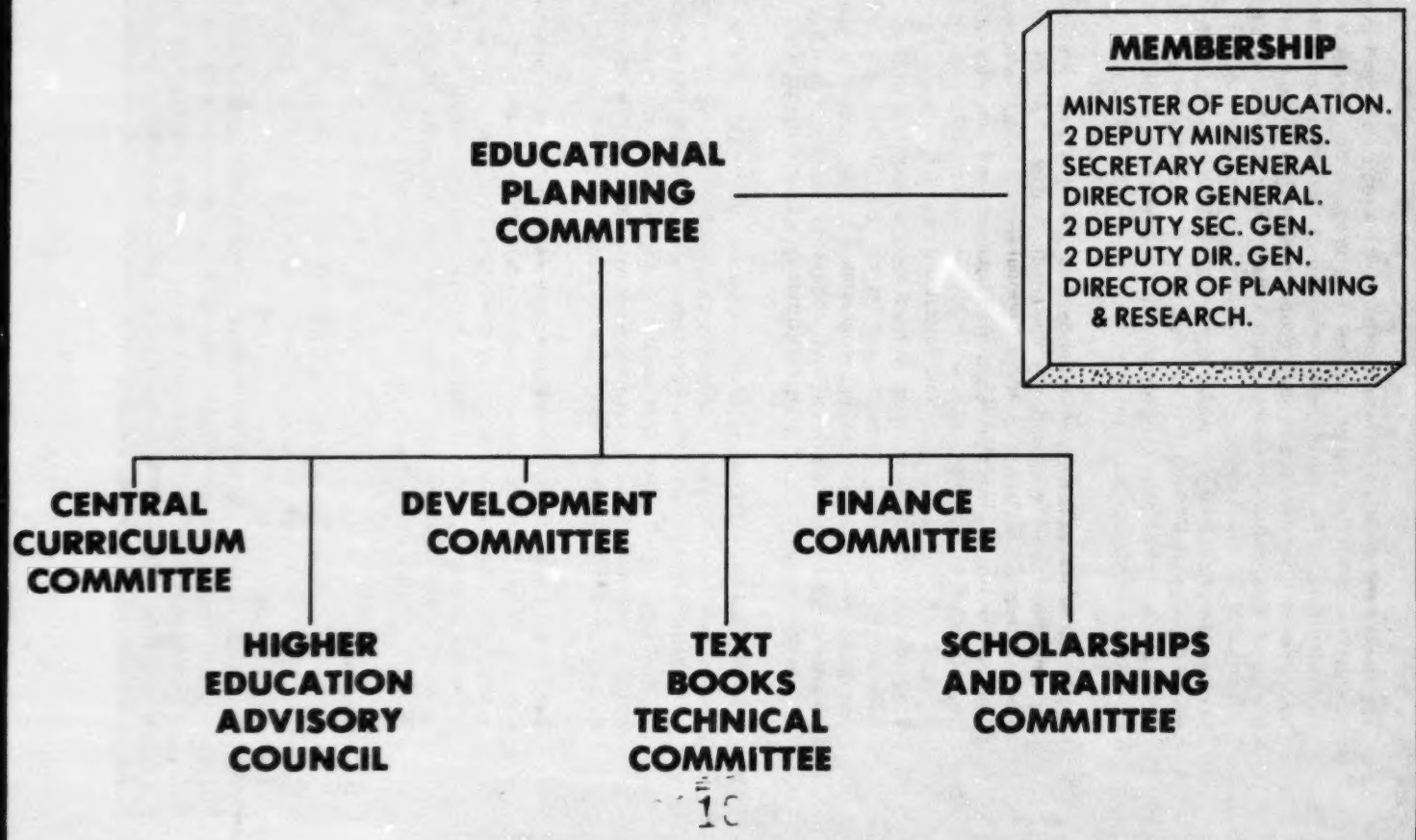
Decision-making

The Minister of Education is the principal decision-maker. He receives advice from the Secretary-General on matters concerning general administration and finance and the Director-General concerning professional matters.

This decision-making process at the national level is performed through a committee system which consists of the main Educational Planning Committee (EPC) and six other standing committees of officials. The Committees are charged with the responsibility of formulating general policy guidelines. The structure of the committee system for decision making is shown in the following Chart II.

CHART II

The COMMITTEE SYSTEM



Among the seven committees at the national level as shown in the chart, the Educational Planning Committee (EPC) is the supreme educational policy-making body. This Committee chaired by the Minister of Education, addresses its functions and deliberations to the need of an overall educational planning and to evolve procedures for co-ordinating planning efforts of different units into a comprehensive education plan. The secretariat to this Committee is the Educational Planning and Research Division (EPRD), whose Director is a member of this high-powered decision-making body. All other Divisions channel their proposals to the EPC through the EPRD and it is the function of the EPRD to analyse such proposals and present them to the EPC with its recommendations. It is in this capacity that the EPRD performs an overall co-ordinating function of the macro planning activity. In performing its functions the EPRD also co-ordinates not only with the other Divisions of the Ministry, State Education Departments, universities, higher education advisory council but also with the Economic Planning Unit (EPU) of the Prime Minister's Department. EPU in turn is responsible to the National Development Planning Committee (NDPC). The NDPC membership comprises all major economic development ministries under the chairmanship of the Chief Secretary to the Government. The operational model of educational planning at the macro-level is illustrated in Chart III.

There are 6 other committees at the national level, as shown in Chart II which are entrusted with the function of co-ordinating various related activities in order to ensure the smooth implementation of all educational programmes. Membership in these committees cuts across various Divisions that are related to the assigned tasks. Normally, the heads of Division concerned or their representatives constitute the membership of these committees.

State Level

The administrative unit at the state level is the State Education Department which is headed by a Director who is assisted by a Deputy and a number of professional and administrative officers. The Director is responsible for executing and implementing the activities and programmes in the state in accordance with the terms of the education policy. In carrying out his functions, the Director is directly answerable to the Secretary-General in all administrative matters and to the Director-General in all professional matters. However, in the states of Sabah and Sarawak, the Directors of Education are also answerable to the respective state Chief Ministers, especially with regard to the development of education in the individual states.

The State Education Department performs the following administrative functions as presented in Chart IV. The Director of Education:

(i) executes and implements the education policy on behalf of the Ministry as provided for by the Education Act of 1961;

(ii) administers, organizes and co-ordinates the running of the schools in the states with respect to staff and personnel establishment, finance and physical development;

(iii) supervises educational programmes in the state, especially those concerning curriculum, educational television and school radio programmes, text-book loan scheme, school libraries, co-curricular activities, guidance and counselling, language programmes, food and nutrition programmes, Malaysian School Sports Council and other co-curricular programmes and activities; and

CHART III

OPERATIONAL MODEL OF EDUCATIONAL PLANNING AT THE MACRO LEVEL

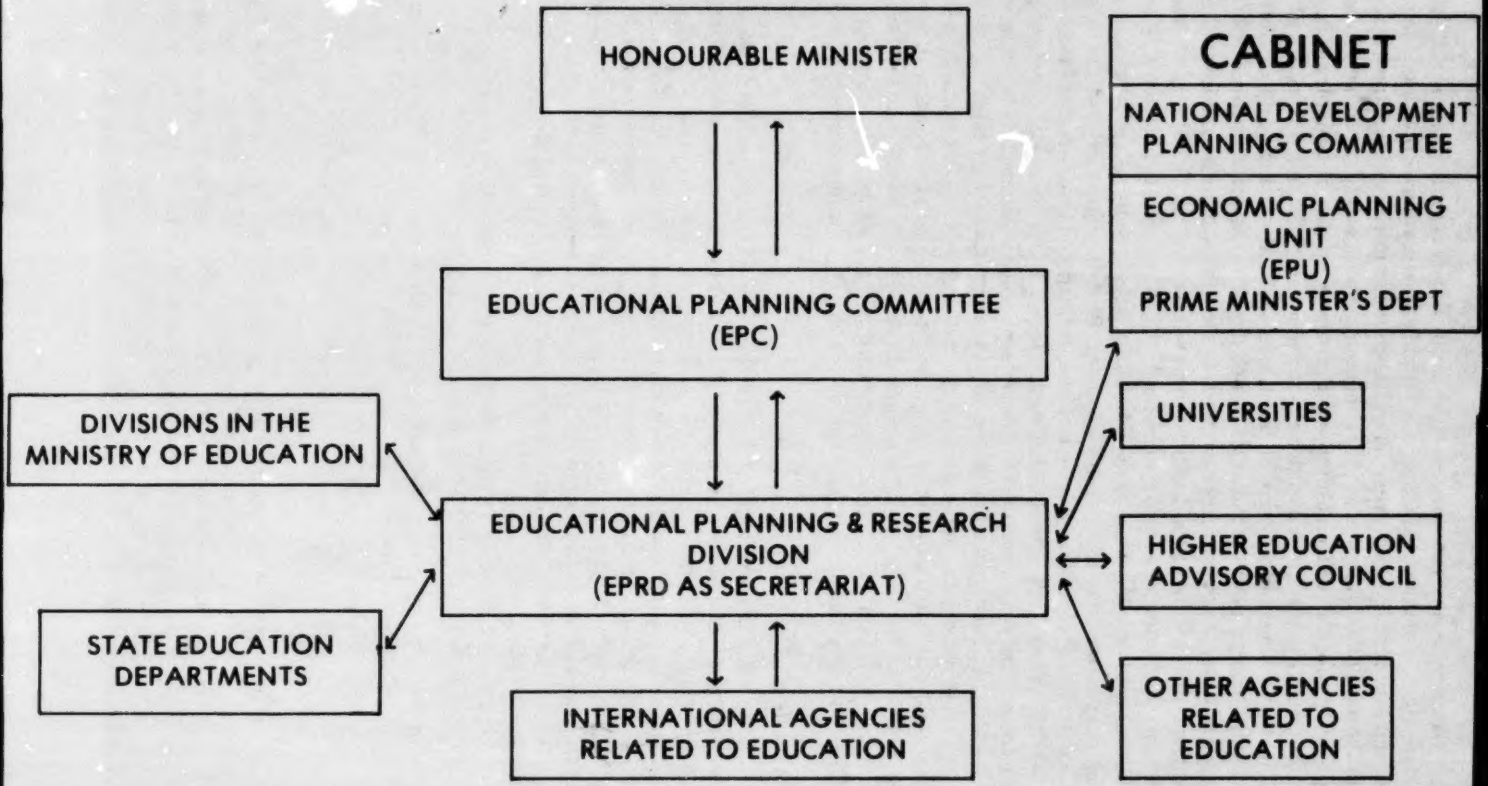
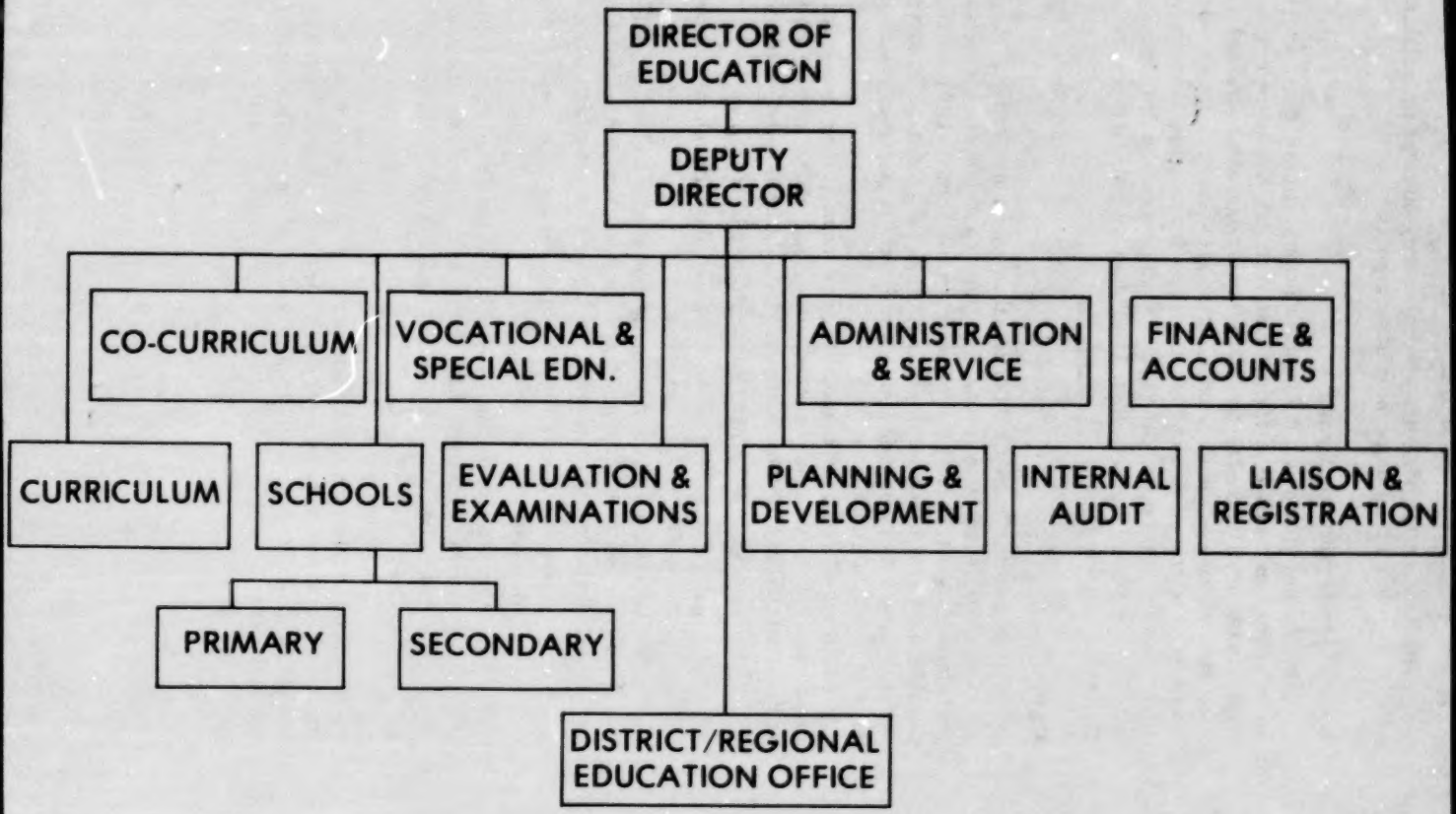

HONOURABLE MINISTER
CABINET
NATIONAL DEVELOPMENT PLANNING COMMITTEE
ECONOMIC PLANNING UNIT (EPU) PRIME MINISTER'S DEPT
EDUCATIONAL PLANNING COMMITTEE (EPC)
DIVISIONS IN THE MINISTRY OF EDUCATION
UNIVERSITIES
EDUCATIONAL PLANNING & RESEARCH DIVISION (EPRD AS SECRETARIAT)
HIGHER EDUCATION ADVISORY COUNCIL
STATE EDUCATION DEPARTMENTS
OTHER AGENCIES RELATED TO EDUCATION
INTERNATIONAL AGENCIES RELATED TO EDUCATION

CHART IV

ORGANIZATION AND STRUCTURE
STATE EDUCATION DEPARTMENT



(iv) advises the Ministry, where necessary on steps to be taken for the smooth implementation of the education policy.

Regional Level (Sabah and Sarawak)

The administrative unit at this level is a distinct feature of the educational organization for only Sabah and Sarawak. Geographicaily each state is relatively large and is divided into separate administrative regions. Sabah has four regional administrative centres of education while Sarawak has five. The Divisional Education Officer heads the divisional office with the assistance of several professional officers. Their duties include the supervision of schools, distribution of text-books, overseeing the implementation of Bahasa Malaysia, co-ordination of examination activities, school development and other matters as directed by the State Education Office.

District Level

In some states in Peninsular Malaysia, there are administrative units at the district level. In most cases, where they exist, their supervisory function covers more than one geographical district. The administration is carried out by the District Education Officers or Organisers with the assistance of professional and clerical staff. In the case of Sabah and Sarawak the administrative unit at the district level is largely an extension of the functions of the Regional Education Office.

At the school level, the headmaster or principal is the administrative as well as the professional head. He is usually assisted by a senior assistant, teachers, clerks and other non-professional staff as illustrated in Chart V (A). The headmaster's duties generally include:

(i) organizing the general administration of the school;

(ii) supervising the implementation of the curriculum in accordance with the Education Act;

(iii) supervising the implementation of supplementary educational programmes and services such as educational television and school radio programmes, guidance and counselling, library, co-curricular activities and the like;

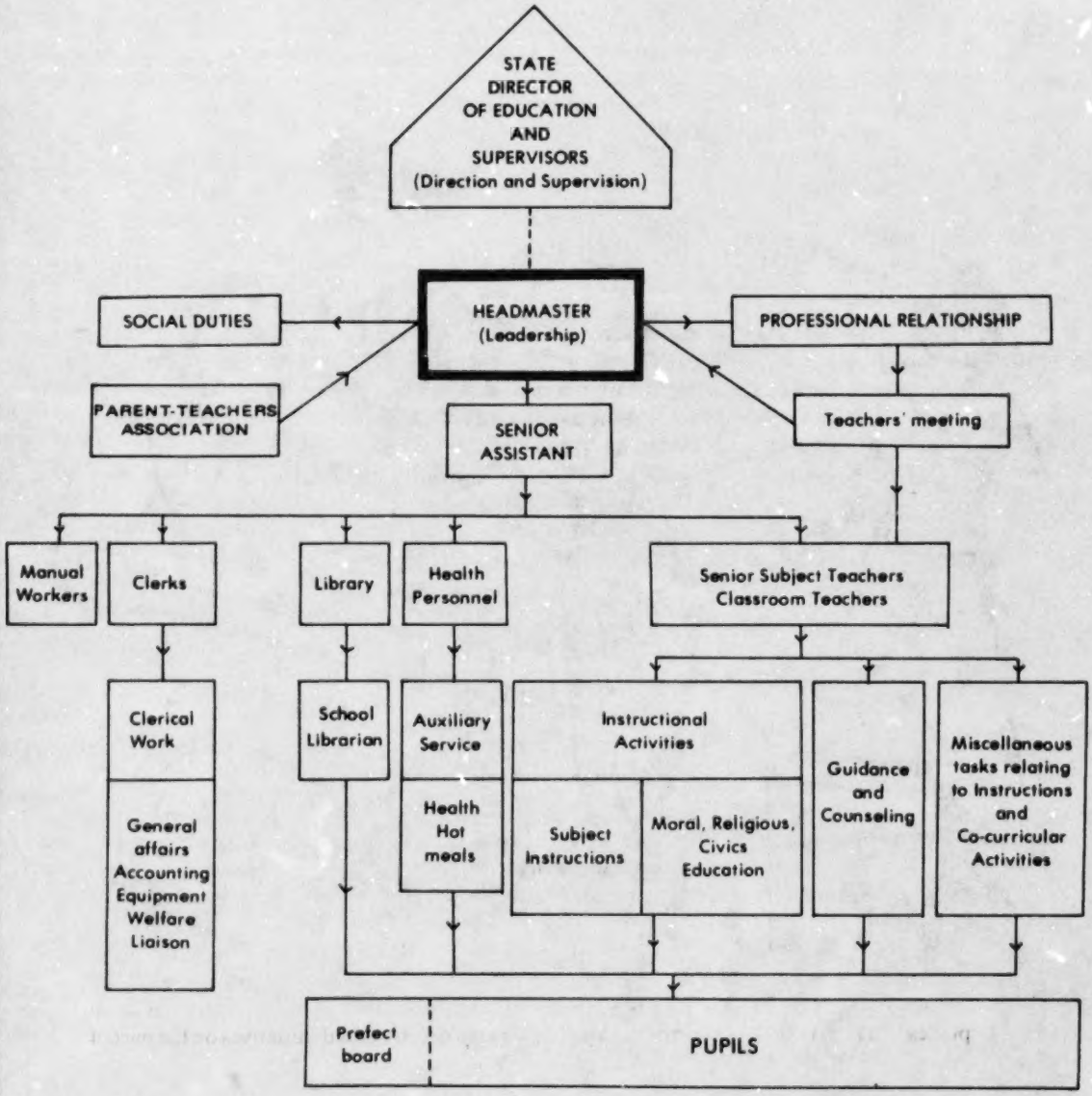
(iv) supervising and promoting co-curricular activities as determined by the Ministry;

(v) providing professional leadership in the fostering of co-operation between parents, teachers and the public at large through organizations such as the Parent-Teachers' Association and the Board of Governors or Managers. Chart V (B)

Although, organizationally, the Malaysian education system is highly centralized, within its framework it allows some degree of flexibility and adaptability in the implementation process. In fact it not only permits but also encourages decentralized initiatives on the part of the implementors.

CHART V(A)

ORGANIZATIONAL STRUCTURE AT THE SCHOOL LEVEL



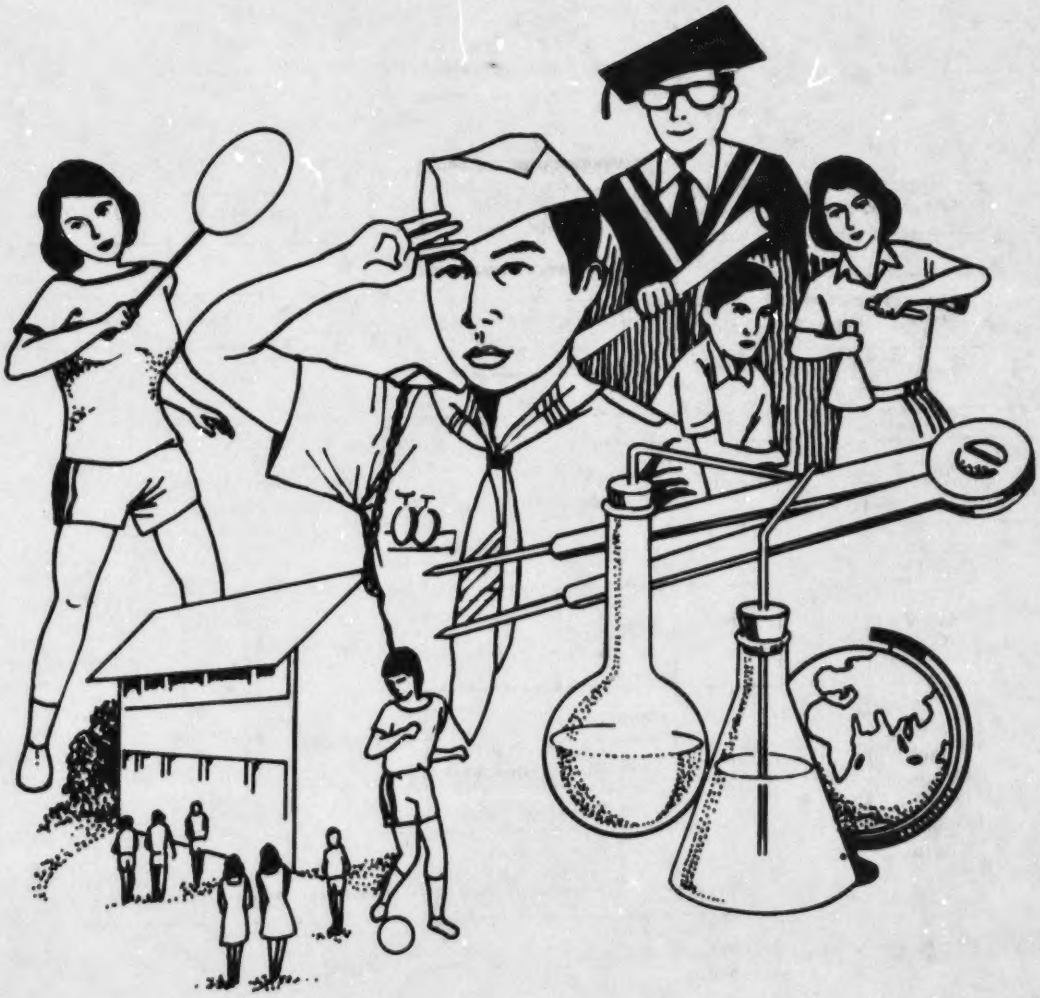
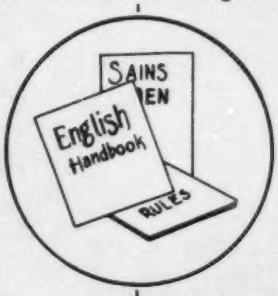


CHART V(B)

PROFESSIONAL EDUCATORS
Organising conferences and workshops

Syllabi, publication of guides, manuals, handbooks, modules and teaching aids.

TRAINED TEACHERS



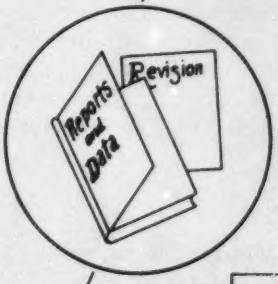
ORGANISERS, KEY PERSONNEL AND SUBJECT SPECIALISTS

Initiate, develop, organise and supervise

Publication of guides, manuals and handbooks for teachers

WORKSHOPS, SEMINARS AND CONFERENCES

PARTICIPATION

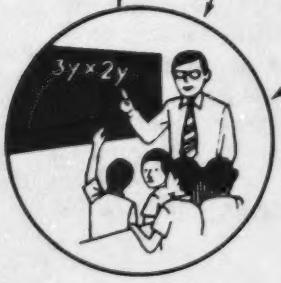


Notification, advice and supervision

DISTRICT EDUCATION OFFICE
ORGANISERS

visiting schools

Advice and opinions



PERFORMANCE

PARENT-TEACHERS' ASSOCIATION

TEACHERS

III

EDUCATION STRUCTURE

The structure of formal education in Malaysia is a 6-3-2-2. This structure represents the primary, lower and upper secondary and pre-university levels respectively. The age of entry at the primary level is 6+. Education at the tertiary level, both in the academic and professional fields, are mainly provided by universities, colleges and institutes. The length of courses that are normally offered by the five local universities ranges from 3 to 6 years while in the colleges and institutes they range from 2 to 3 years. Chart VI represents the structure of the formal education system as described.

With the adoption of the government policy that Bahasa Malaysia should be the main medium of instruction in all schools, the Ministry of Education has undertaken a conversion plan. This plan took effect from 1970. In the initial phase all Standard I classes of English-medium schools in Peninsula Malaysia were converted into the Malay-medium. Subsequently the conversion process was conducted in stages. By 1983 instruction at the tertiary level will be fully conducted in Bahasa Malaysia. In Sabah and Sarawak the conversion process commenced in 1977, beginning with the lowest level of schooling and is expected to be completed by 1990.

The Primary Level (Standard I - VI)

Education at this level is free but not compulsory. The medium of instruction is provided in one of the three language media, namely, Bahasa Malaysia, Chinese or Tamil. From Standard I to Form III the students will progress by automatic promotion.

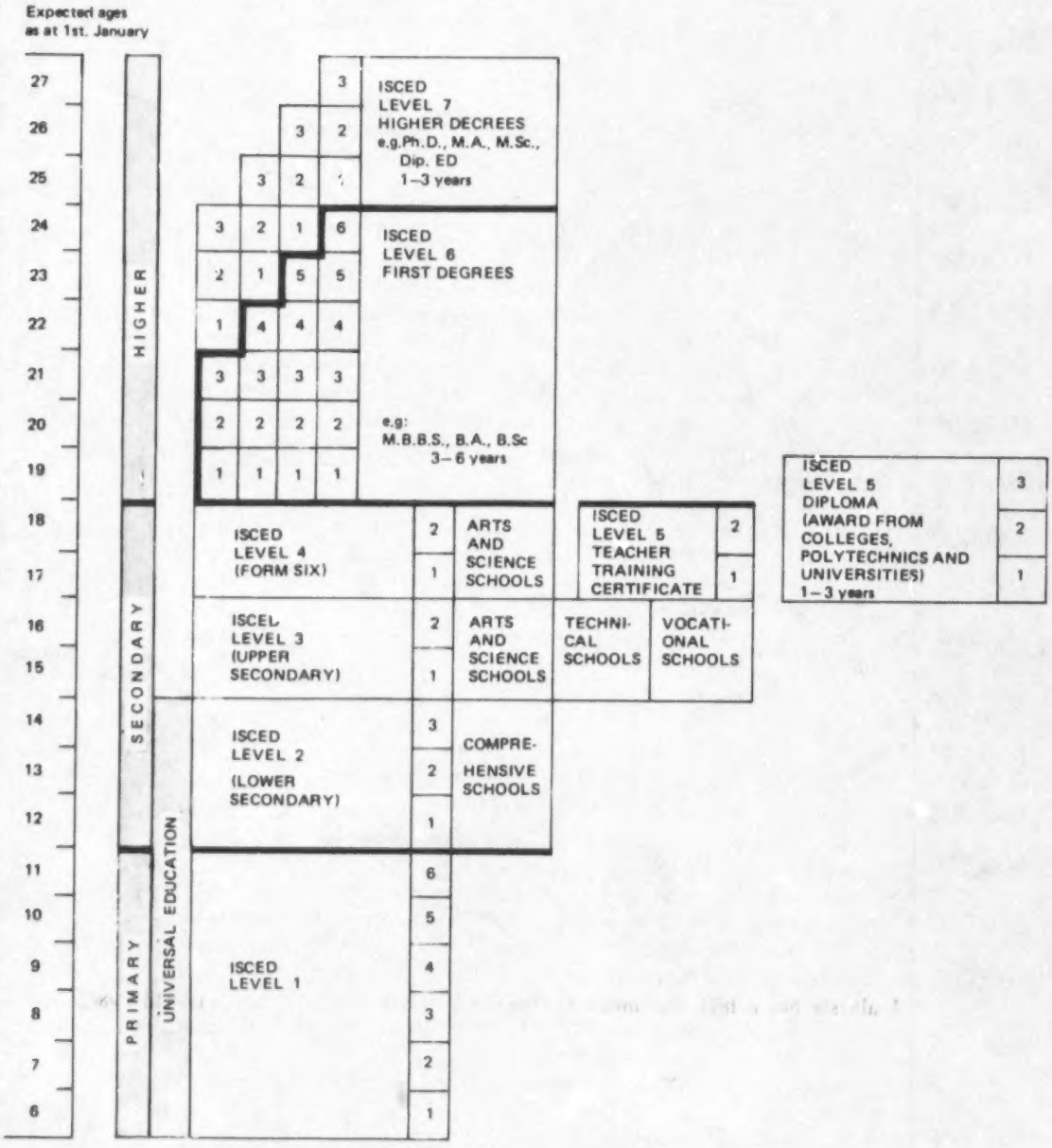
Even though generally the age of entry is at six plus, the situation differs slightly in Sarawak because of the acute transporation problems especially in the remote rural areas. Pupils either have to travel long distances to their schools or they stay in hostels. The procedure of annual intake of pupils by alternate years in the rural schools in this state results in about half of the total admissions being enrolled at the age of 5+ or 7+.

Malaysia has a high enrolment rate in the primary school (Chart VII). In 1980, 2,006,748 attended primary schools. This figure is more than 93% of the population cohort between the age of 6 + and 11 +. It is expected that about 90% of the cohort would progress from Standard VI to Form I (Grade 7) either in the normal class or for an extra year in the Remove Class.

The six-year primary education comprises of the following subjects, namely: Bahasa

CHART VI

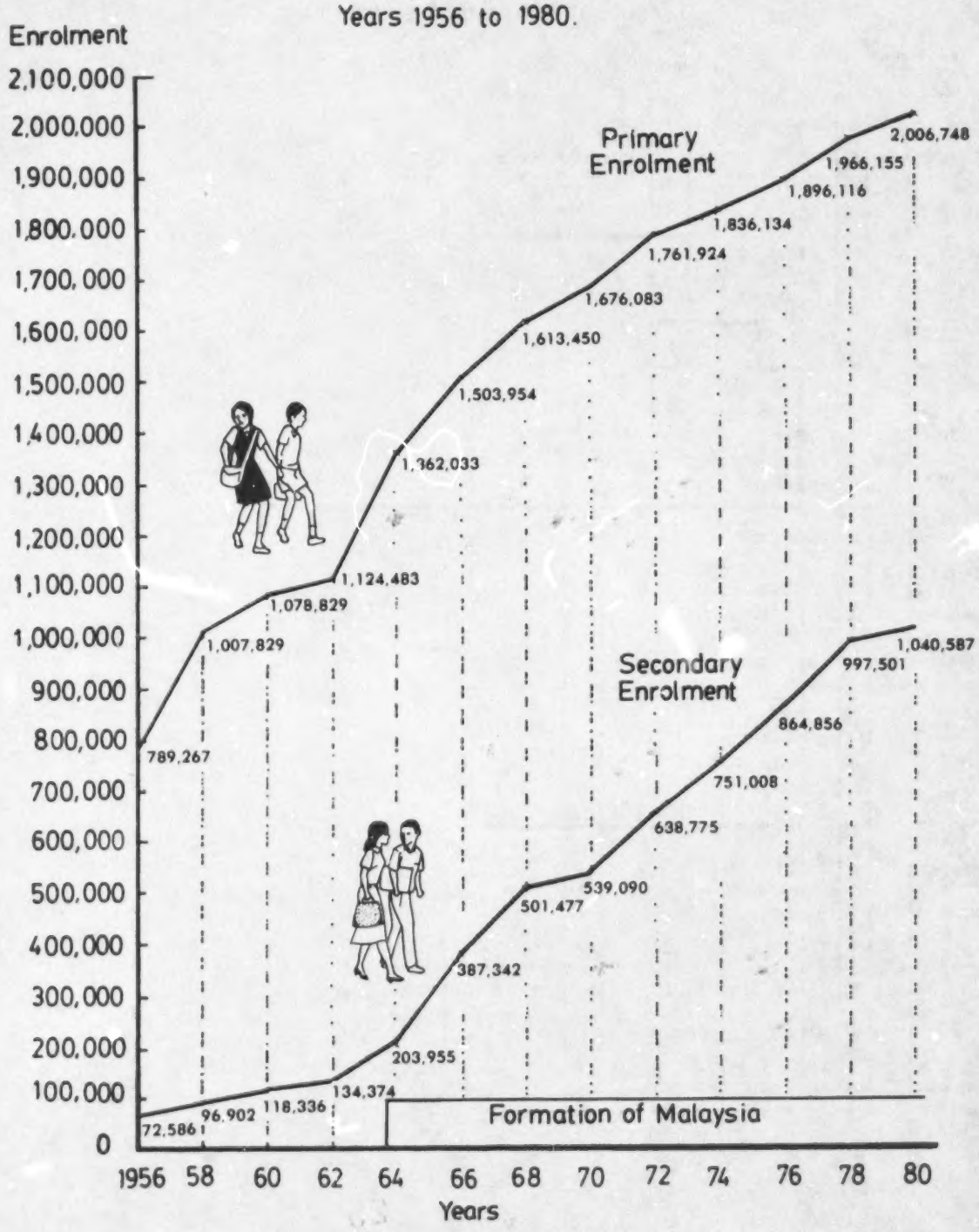
STRUCTURE OF FORMAL EDUCATION



ISCED (International Standard Classification of Education)

CHART VII

ENROLMENT OF STUDENTS IN PRIMARY AND SECONDARY SCHOOLS
Years 1956 to 1980.



Malaysia, English, Chinese or Tamil (in schools where the medium of instruction is Chinese or Tamil), Islamic Religious Knowledge (compulsory for Muslim pupils only), Arithmetic, Science, History, Geography, Physical Education and Health Education. Apart from the subjects mentioned, pupils in Standard I to Standard III are exposed to Local Studies while pupils in Standard IV to Standard VI are taught Civics.

In every subject a common syllabus is prescribed for all types of primary schools. This is to ensure that although the schools at this level use different instructional media they would still follow uniform courses of study. This also ensures a common curriculum content for all school types under the national education system.

Since promotion at the primary level is automatic, each school internally evaluates its own pupils' progress. However, a centralised assessment is conducted for pupils in Standards III and V. These assessment tests are designed to measure pupils' level of attainment, particularly in the basics, so that remedial teaching could be done to overcome their weaknesses before they enter secondary schools.

The Lower Secondary Level (Form I - III)

On completion of their primary education at the age of 11+, pupils undergo automatic promotion for another three years, that is from Form I to Form III (Grades 7 to 9).

Thus, every Malaysian child is given the opportunity to follow a minimum schooling period of 9 years. However, pupils in Standard VI in the Chinese or the Tamil media schools have an additional year in the Remove Class before proceeding to Form I (Grade 7). In the Remove Class these pupils are expected to acquire proficiency in Bahasa Malaysia. In 1980, a total of 809,663 children ranging from 12+ to 14+ is expected to follow the lower secondary education.

A comprehensive type of education is provided at the lower secondary level. In addition to the academic subjects taught at this level, elective subjects of a pre-vocational nature such as Industrial Arts, Home Science, Agricultural Science and Commerce are offered. Pupils are allowed to choose one of these subjects. The main objective is to expose them to a practical experience by following one of the electives rather than to train them to become skilled workers.

At the end of Form III (Grade 9) the pupils sit for the Lower Certificate of Education (LCE) examination. Until 1977, they were allowed to sit for this examination either in Bahasa Malaysia or English. However, from 1978 onwards when the conversion process has covered the entire Form Three level and Bahasa Malaysia became the sole medium of instruction at this level in Peninsular Malaysia and Sabah, this examination was only conducted in Bahasa Malaysia.

In Sarawak, pupils who have completed education at Form Three level from the Malay medium schools, are also required to sit for the LCE (Grade 9) examination. The existing English medium schools prepare pupils for the Sarawak Junior Certificate Examination (SJCE) until 1976. From then on the pupils from such schools only sit for the Lower Certificate of Education (LCE) examination. The conversion process in these schools would further continue until it achieves its target to completely change the language medium at the lower secondary level into Bahasa Malaysia.

The Lower Certificate of Education result provides the basis for the selection of qualified pupils into Form IV (Grade 10) at the upper secondary level. The pupils are then channelled into various streams, namely, Science, Arts, Technical or Vocational. In 1979/80

session, the total number of pupils who were promoted from the lower to the upper secondary level was 129,220.

The Upper Secondary Level (Form IV - V)

Another two-year education at the upper secondary (from Form IV to V) is provided for pupils who succeed the selection process based on the Lower Certificate of Education examination result, or its equivalent for those in Sarawak. At this level, pupils are channelled into the academic stream of either Arts or Science, and Technical or Vocational streams. With the implementation of the Cabinet Committee Report on Education (1979), the four streams will be reduced to two: Academic and Vocational. In 1980, the total enrolment of pupils between the ages of 15 to 17 is 248,804. They are in the upper secondary level.

Pupils in vocational schools are given courses in various disciplines such as Engineering Works, Home Science, Agriculture and Commercial Studies. The purpose is to develop elementary career skills among pupils, increase their technical knowledge and inculcate in them positive attitudes towards these subjects as these characteristics are considered prerequisites for employment in commercial and industrial sectors.

After two years in the vocational schools, pupils sit for the Sijil Pelajaran Vokasional Malaysia (SPVM) examination in Bahasa Malaysia or the Malaysian Vocational Certificate of Education (MVCE) examination in English. Both the certificates are equivalent to the Sijil Pelajaran Malaysia (SPM) or the Malaysian Certificate of Education (MCE). While the SPVM examination would accredit them as skilled workers to be employed by the public and the private sectors, the SPM examination would accredit them as trainable youths in the general profession. In addition, those who are successful are also eligible to be considered for further training in the relevant professional fields in institutions of higher learning, such as the Ungku Omar Polytechnic in Ipoh, Perak and the Kuantan Polytechnic in Pahang. In 1980, enrolment in the vocational schools was 12,510 or 5.03% of the total enrolment at the upper secondary level.

The secondary technical schools place greater emphasis on Technical and Science subjects. A period of 2½ to 3 hours per day are spent on technical subjects as prescribed by the Ministry. The two-year course qualifies students to sit for the Sijil Pelajaran Malaysia (SPM) or the Malaysian Certificate of Education (MCE) examinations with a bias in the technical subject areas. The enrolment in the secondary technical schools in 1980 was 5,370 or 2.16% of the total enrolment at the upper secondary level.

The majority of the pupils enrolled in the upper secondary level are in the academic schools; either in the Arts or Science stream. [In 1980, 230,924 of the pupils at the upper secondary level are in these two streams.] After two years, these pupils sit for the SPM or the MCE examination, which is similarly taken by students in the secondary technical schools. In accordance with the conversion exercise from English to Bahasa Malaysia, the SPM examination will be the only examination offered after 1980, aside from the SPVM examination.

The situation in Sarawak differs slightly. Until 1978 pupils in the English medium schools at the upper secondary level still sat for the Cambridge Overseas School Certificate (OSC) examination. This practice will continue until the language conversion process is completed in this state.

The certificates of these public examinations have significant economic values. A pass in SPM would qualify a candidate to secure employment in either the public or the private

sector. The result of this examination too would act as a basis for selecting candidates into Form VI (Grade 12) or for entry into the various disciplines in the institutions of higher learning; for example, MARA Institute of Technology, Tunku Abdul Rahman College, Polytechnics, Teacher Training Colleges or into pre-university courses either locally or abroad.

The Pre-University Level (Form VI — Lower and Upper)

Two years of Form VI (Lower VI or Grade 12 and Upper VI or Grade 13) or post-secondary education is provided to students who are selected based on their merits and performance in the SPM or the MCE examination. The students likewise are streamed either into Arts or Science. In 1980, the enrolment was 27,062.

After the 12 year period of education the students at this level will have to sit for the Higher School Certificate (HSC) or the Sijil Tinggi Persekolahan (STP) in English or Bahasa Malaysia, respectively. As of 1982, the HSC examination would only remain to be taken by candidates in Sarawak.

The HSC examination result determines student entrance into local as well as accredited foreign universities and colleges. It is also a qualification for appointment to certain jobs in the government and the private sectors. Tertiary or higher education will be discussed in Chapter X.

IV

CURRICULAR AND CO-CURRICULAR ACTIVITIES

The schools curriculum can be conveniently divided into two major areas:

(i) Curricular activities involving syllabuses, subject contents and all aspects of formal teaching and learning; and

(ii) Co-curricular activities including sports and games, uniform units, associations, clubs, etc.

Before independence there was no national educational system, less so a common curriculum for schools in the country. However, the role of the formal system of education as a means to foster national development objectives was recognized by the Razak Education Committee of 1956 which recommended that steps should be taken through education to

(i) integrate all children of various races under a national education system with the national language as the main medium of instruction; and

(ii) foster the spirit of national identity through a common syllabus content for all schools so that the students will follow a common curriculum, irrespective of the medium of instruction.

Recommendations made by the Razak Report were incorporated into the Education Ordinance of 1957. This Ordinance brought about various policy changes in the school curriculum. Among the main recommendations and changes were: the introduction of Malaysian-oriented syllabus and a uniform time-table for all schools; making English and the National Language compulsory subjects in primary and secondary schools; conducting public examinations at the final primary and secondary levels; reorganizing and expanding teacher training programmes and technical education; setting up of the Language Institute to train Language teachers and to carry out research pertaining to language and, establishing the Federal Inspectorate of Schools to carry out independent inspection and submitting reports concerning school curriculum.

The Education Review Committee of 1960 made several recommendations which brought about further important changes in the education system and the school curriculum. Comprehensive system of education was introduced in 1965. This move was felt necessary then in order to diversify the lower secondary curriculum with a set of elective subjects,

comprising of Industrial Arts, Agricultural Science, Home Science and Commerce.

However, as education in Malaysia expanded after independence and through the seventies, efforts were made to improve the curriculum, particularly with regard to its qualitative aspect. It was with this aim that the Curriculum Development Centre (CDC) was established in 1973 and given the responsibility of improving the quality of school curriculum and raising the standard of educational output based on the needs of national development. The CDC thus continuously examines and evaluates the school curriculum and disseminates new development in primary and secondary school curriculum. The Central Curriculum Committee (CCC), for which the CDC is the secretariat, has played a significant role in the co-ordination of activities for the development and improvement of the school curriculum. This committee is chaired by the Director-General of Education; heads of Divisions in the Ministry constitute the rest of the membership.

The CDC has taken positive steps in improving the curriculum especially at the primary level. Specifically, a major project with an initial phase lasting three years was recently instituted to overcome three major problems related to teaching and learning in primary schools, namely,

(i) the existing primary school curriculum which is too subject-centred;

(ii) the present role of a teacher as merely a "transmitter" of knowledge; and

(iii) the lack in preparation of teaching and learning materials.

The main objectives of this project are:

(i) to formulate and plan an integrated curriculum for Standard 1, 2 and 3 based on the child's experience in the first three years of schooling;

(ii) to experiment and evaluate the integrated curriculum which is child-centred and to make recommendations on the curriculum and its activities;

(iii) to prepare teacher's guidance and resource materials connected with teaching and learning; and

(iv) to outline strategies in carrying out quality education using innovative methods and teaching materials available in schools.

An important issue in curriculum concerns the role of general education in preparing Malaysian youth for national development. This issue is closely related to the government emphasis for education in science and technology to meet the skilled manpower needs of the nation. Thus, the secondary technical school curriculum is designed to expose the students to technical and scientific-oriented subjects while in the vocational secondary schools the emphasis is on equipping students with basic skills which can assist them in getting employment in the industrial sector. The Technical and Vocational Division which was established in 1964 is charged with the functions of organising and supervising the technical and vocational curriculum so that it is in alignment with the national objectives and requirement of skilled manpower.

Hence, all education programmes implemented after independence were geared towards achieving the national education objectives. Specifically, the school curriculum attempts to fulfill the needs of the child mentally, physically, and socially to inculcate in him the desired spiritual, moral and ethical values in accordance with the aspirations of the

Rukunegara, and to develop his potentials and skills to meet the needs of skilled manpower for national development.

Co-curricular Activities

Co-curricular activities are important not only for the physical and spiritual development of students but also to foster the esprit-de-corps among students of various races. Through these activities the schools provide the students opportunities to discipline themselves, while acquiring skills and developing talents.

The Schools Division in the Ministry of Education is responsible for organizing and supervising the co-curricular activities in all schools in Malaysia.

Co-curricular activities are mainly carried out after school hours. The major activities can be grouped into three major categories:

i. uniformed groups
ii. clubs or associations and
iii. games and athletics.

Students are encouraged to participate in at least one game or athletics. It is compulsory for them to be a member of a club or an association or a uniformed organization. Such organizations include Scouts, Girl Guides, First Aid Groups such as St. John's Ambulance and Red Crescent, and Police/Army School Cadets. At present the Scouts and Girl Guides have the largest membership.

Clubs or societies can be divided into two sub-categories:

i. clubs or school subject associations such as Mathematics, Science, History, Geography, etc; and
ii. clubs or associations which are related to hobbies or which encourage students to develop their talents in any specific field such as photography, martial arts, co-operatives, chess, etc.

Athletics or games are compulsory. Students are not only encouraged to take up popular national games such as football, netball or sepak takraw but also to participate in annual athletics meets. Students who have the aptitude in athletics or games are selected to participate at the district, state and national levels. The Malaysian School Sports Council (MSSC) organises sports and games on a national scale.

The National School Co-operative (NSC) was formed in February 1975 with the objectives of instilling co-operative concepts among students and to give them an opportunity to learn practical business management by running the school co-operatives. The NSC also assists school co-operatives to obtain quality goods at wholesale prices.

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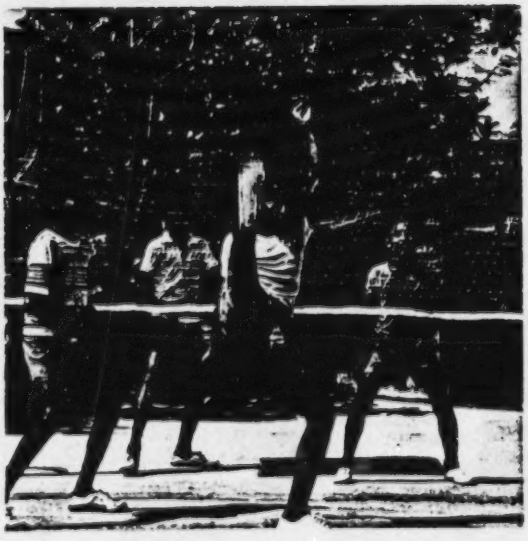

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V

EXAMINATION, EVALUATION AND SUPERVISION

Examination, evaluation and supervision in the Malaysian education system are performed at two levels.

i) examination, evaluation and supervision on the educational performance of student; and

ii) examination, evaluation and supervision on the quality of school services at large.

Examination

The Ministry of Education conducts examinations:

i) as a means to carry out remedial work;
ii) as an instrument to make decisions; and
iii) as a motivation.

Remedial work is carried out when the student weaknesses had been discovered through Standard III Diagnostic Test and the Standard V Assessment Examination. The Standard III Diagnostic Test assesses the pupils' competence in the 3R's. The Standard V Assessment Examination evaluates the pupils' achievement in specific subjects such as Bahasa Malaysia, English, Arithmetic, Science and Local Studies.

Examination also serves as a decision-making instrument. The Sijil Rendah Pelajaran (SRP) or Lower Certificate of Education (LCE) examination results are used for placement of students at the upper secondary Forms according to their inclination for Science, Arts, Vocational or Technical studies. The SRP results are also used to evaluate the progress and development of education in lower secondary level. They are also used by the Ministry for other supervision purposes.

Students sit for the Sijil Pelajaran Malaysia (SPM) or Malaysian Certificate of Education (MCE) at the end of their Form V studies. The results of this examination are used for selecting students for further studies in local institutions such as Form VI and Pre-University classes, colleges and polytechnics or abroad. The results also serve as a qualification to secure jobs in the public or private sector. An equivalent to the SPM is the

Sijil Pelajaran Vocational Malaysia (SPVM) for students in vocational schools. As for the SPM, the SPVM is a terminal achievement Certificate.

The examination for the Sijil Tinggi Pelajaran (STP) or Higher School Certificate (HSC) examination forms the basis for selecting candidates into teacher-training colleges, university-colleges and universities. The results of this examination are also used for securing jobs either in the public or the private sector.

All public examinations are organized and conducted by the Examinations Syndicate, except for the STP/HSC wherein the Syndicate acts as the examining body for the University of Cambridge Local Examination Syndicate in collaboration with the University of Malaya. The Examinations Syndicate also conducts the Malaysian Certificate of Commerce Examination [(Peperiksaan Sijil Perdagangan Malaysia)] and other overseas examinations held by bodies, such as the University of London LCCI[1], ABRSM[2], City and Guilds, ACA[3] and ICSA[4].

Examination also serves as a motivating factor in education. Every school conducts its own test and examination to assess the progress of student learning. These tests and examinations are conducted either monthly, termly, half-yearly or annually. Marks and scores obtained in these school examinations are usually recorded in the pupil's report books and Confidential Cards. Parents are usually informed of the student progress as a follow-up of these tests and examinations.

Evaluation

Within the education system, evaluation is made at different levels, including:

i) student educational achievement;
ii) teaching and learning at school; and
iii) planning and implementation of the educational policy.

Evaluation of student achievement is done from a series of public examination results and classroom tests. The examination results provide some indications of the standard of education in the schools and serve as bench marks for improving student performance.

The Standard III Diagnostic Test and the Standard V Assessment Examination measures the pupils' level of attainment especially in the basics. They also provide the means for teachers to discover the individual pupils' weaknesses at the Primary level. In addition the function of the examinations is to enable teachers to improve their teaching techniques in order to increase learning among pupils especially the weaker groups. These evaluative tools also facilitate the Ministry's agencies to overcome weaknesses in the implementation of the relevant educational projects.

Besides determining pupils' achievement in education through examination and classroom test evaluation of the school curriculum has been continuously made by the CDC and on educational project proposals by the EPRD. Evaluation on the effectiveness of

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1. London Chamber of Commerce and Industry
2. Associated Board of the Royal School of Music
3. Association of Chartered Accountants
4. Institute of Chartered Secretaries and Administrators.

implementing the national educational policy has been made by a Cabinet Committee appointed by the Government and their recommendations are being studied for implementation.

Supervision

Supervision and inspection are made with the view to improve the overall teaching and learning processes in the school. The Federal Inspectorate of Schools is directly responsible for carrying out the inspection of schools. They perform these duties in the following manner:

i) **Full Scale Inspection** of schools which aims at obtaining a comprehensive view of the school administration through in-depth study of all facets of life at the particular school.

ii) **Block Inspection** which covers a few schools in a given district or area. The emphasis is on detailed inspection on a particular aspect of the school curriculum or school administration and organization.

iii) **Individual Subject Inspection** with the view to study the standard of education and learning in a given subject.

iv) **Normal Inspection** which is routinely made with the view to identify problems of a school.

v) **Special Research** on matters or problems already identified in field inspection of schools.

VI

TEACHER TRAINING

The Ministry of Education provides teachers for all government and government-aided schools. The Teacher Training Division of the Ministry trains the teachers for primary, lower secondary and vocational schools in nineteen teacher training colleges in Peninsular Malaysia, three in Sabah and another three in Sarawak. The training of teachers for upper and post-secondary levels is conducted by the universities.

Recruitment of Teacher Trainees

Since 1973, the Education Service Commission, in close co-operation with the Teacher Training Division, selects candidates for teacher training in Peninsular Malaysia. Prior to this arrangement, the recruitment of candidates was carried out solely by the Teacher Training Division of the Ministry.

The minimum qualification for entry into the teacher training college is the SPM or LCE or SPVM with credits in Bahasa Malaysia and two other subjects. The maximum age for selection is 25 years. Candidates who are under 30 and have three years of teaching experience or a full HSC/STP certificate could also be considered. Beginning from 1979, members of the Armed Forces who possess the minimum qualification stated above and are below 30 years of age will also be considered for teacher training.

Selection of candidates in Sabah, until 1978, was conducted by the Teacher Training Section of the State Education Office. As from 1979, the selection process was conducted by the Education Service Commission. Candidates entering teacher training colleges in Sabah are divided into two groups, that is, those with SRP or LCE and those with SPM or MCE. Candidates with SRP or LCE certificate enroll at Kent, Tuaran and Sandakan Teacher Training Colleges for training in primary teaching. Until 1977, these three colleges provided a two year course. Since 1978 the duration of the course has been extended to three years. More than 90% of the time in the first year of training was spent on academic subjects which enable the candidates to sit for the SPM Examination at the end of the year. However, candidates with SPM or MCE or higher qualifications follow a two-year course in these colleges. Many of the candidates for teacher training in Sabah were recruited from Peninsular Malaysia due to the shortage of local applicants. In 1980, out of 309 teacher trainees in Gaya Teachers' College, 125 of them were from Peninsular Malaysia. Despite this shortage of local candidates, Sabah also sent a number of qualified candidates for teacher

training courses in Peninsular Malaysia. In 1980, nine candidates from Sabah and 39 trainees from Sarawak were selected for training in Peninsular Malaysia.

In the case of Sarawak the selection of candidates, since 1978, was the responsibility of the Education Service Commission. Prior to this arrangement the recruitment was conducted by the State Education Office. The minimum qualification for entry into a teacher training course in Sarawak is the Sarawak Junior Certificate of Education (SJCE), SRP or LCE. Since the number of candidates with this qualification was rather small only thirty-five candidates were selected in 1979. The duration of the course is two years.

As in the case of Sabah, the Sarawak Education Office also sends annually a few qualified candidates for teacher training in Peninsular Malaysia. These candidates possess the Overseas School Certificate (OSC), SPM with Grade I or II and a credit in Bahasa Malaysia in SRP or LCE.

Pre-Service Teacher Training

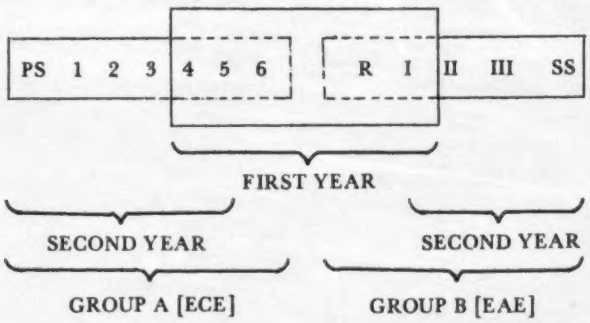
Since 1973, the Teacher Training Division had introduced the Integrated Teacher Training Programme for teachers in Peninsular Malaysia. This programme aims at improving the basic training for teachers. In the first year all trainees undergo a common course on Intermediate Childhood Education. However, in the second year, the trainees were selected to follow one of the following courses:

i) Early Childhood Education (ECE), which includes exposure to pre-school education;

or

ii) Early Adolescent Education (EAE) which includes curriculum for Form II and Form III.

The structure of the integrated course is shown in the figure below:



KEY:

PS – Primary School
R – Remove Class
SS – Secondary School
ECE – Early Childhood Education
EAE – Early Adolescent Education

This programme of training will produce two groups of teachers: Group A teachers who will be able to teach from Standard I through Form I and Group B teachers who will be able to teach from Standard IV to Form III. However, this programme does not train teachers for

special subjects, such as Commerce, Industrial Arts and Agricultural Science and Domestic Science at lower secondary level.

Steps have been taken to co-ordinate teacher training activities between Peninsular Malaysia with Sabah and Sarawak. From 1978 the ECE courses have been introduced at Kent and Sandakan Training Colleges in Sabah. Similar courses are being introduced into the teacher training colleges in Sarawak.

Pre-Service for Temporary Teachers

The Teacher Training Division also trains temporary teachers serving in government and government-aided primary schools and those teaching Islamic knowledge in the primary and secondary schools to become qualified teachers. The minimum requirements for acceptence into the teacher training course are relevant qualification and prior service as a temporary teacher for three or more years. Successful candidates are trained during school term holidays for a period of three years. Teacher training in Sabah also prepares selected candidates to teach in the lower secondary schools.

Number of Teacher Trainees

In 1974, the number of teacher trainees in Peninsular Malaysia was 5,399. In 1978 the teacher trainee enrolment was 9,117. Thus, over a period of 4 years there was an increase of 68.9%. By 1980, a total of 4,902 out of 13,188 trainees would have completed the basic training. Out of these, a substantial proportion will be posted to schools in Peninsular Malaysia and the rest to Sabah and Sarawak.

Graduate Teachers

Upper and Post-Secondary Schools are staffed by graduate teachers who are trained at local and overseas Universities. The training offered by the local universities are of two kinds, namely,

i) A one year post-graduate course leading to a Diploma of Education. This course is solely conducted by the University of Malaya; and

ii) a four-year degree with concurrent professional training offered by the National University of Malaysia, and the University of Science, Malaysia. A three-year diploma course in Science with Education is also provided at the University of Agriculture, Malaysia and at the University of Technology, Malaysia.

In-Service Courses

The Teacher Training Division is also responsible for organizing and supervising in-service courses for all serving teachers. These courses are either conducted during school term or on school term holidays. Full-time in-service courses are conducted by the teacher training colleges and these include:

i) an additional one year course in Physical Education, Home-Science, Art and Craft, Music, Agricultural Science, Remedial Education, Special Education for the deaf and the blind; and

ii) a three year course in the teaching of Bahasa Malaysia as a first language; and

iii) a three year course in the teaching of English as a second language. Courses offered during school term holidays include:

a) basic teacher training course for serving temporary teachers;

and

b) courses in various subjects and activities for trained teachers with the view to update teachers' knowledge in the respective subjects and related activities.

These holiday courses are conducted by the various Divisions of the Ministry of Education and are held at teachers' training colleges, schools or at the Curriculum Development Centre. An In-Service Course Planning Committee chaired by the Deputy Director-General I looks into the planning, budgeting, implementing and evaluations of all the courses conducted each year.

VII

EDUCATIONAL RESOURCES

Quality, standard, effectiveness and effeciency are the key words which are closely related to the application of educational resources in the country. The Ministry of Education has taken steps towards improving the preparation, organization, administration and utilization of educational resources, particularly text-books, school libraries and educational media services. To minimize duplication and wastage of efforts, the Ministry of Education co-operates and co-ordinates with the Language and Literary Agency, the Information Department, the National Library and other relevant agencies.

Text-books

Text-books still form the bulk of the teaching-learning materials for pupils in the classrooms and are considered as fundamental elements besides instructional guidance from the teachers. At present most of the text-books are written by local writers. However, at the tertiary level foreign-published text-books are used, especially in the sciences, mathematics and technical subjects.

The Text-book Bureau is responsible for ensuring and maintaining the quality and standard of text-books used in schools. All text-books considered suitable for use in school are evaluated by this Bureau. This task is made possible with the assistance of a selected group of practising teachers or other educationists and teacher trainers who possess some expertise on text-books evaluation. A recommended list of approved school text-books are then distributed to all schools. It is mandatory for schools to select books only from this list. The Bureau also controls the purchase and sale of text-books in schools. In addition, the Bureau also ensures that the price and the physical quality of the books are reasonably acceptable to the Ministry.

Since 1978, the National Primary School and National type (English) Primary School are required to use text-books published by the Ministry of Education through the sole organization, that is the Language and Literary Agency. The other types of primary schools may choose text-books from other publishers if they so wish. However, the school authorities are not permitted to change the text-books without prior consent of the Text-book Bureau. Permission could be granted if only there is a change in the medium of instruction, in the syllabuses or in teaching methods.

The Text-book Loan Scheme was launched in 1975. All pupils in national schools and

the former national type primary schools (English) are automatically covered by this Scheme. A portion of the population from other schools are also eligible for the same Scheme. The eligibility of the last group of pupils is based on their parents' monthly income.

School Libraries

The School Library Service Unit in the Schools Division of the Ministry of Education was established in 1973. The Unit consists of a Library Officer at the Federal Level and ten Regional Library Organizers at the State Level. This Unit performs the following functions like planning, implementation, co-ordination and supervision of the school library programmes. Generally the functions are:

i) to give advice and guidance to teachers on matters pertaining to books and school libraries;

ii) to organize and conduct in-service courses, seminars and conferences for the teachers concerning library services;

iii) to promote the development of libraries in schools; and

iv) to circulate newsletters, bulletins and guide books to school library teachers.

The Ministry provides library grants to all primary and secondary schools. The amount given depends on the enrolment size of the schools. UNICEF provided financial assistance amounting to M$150,000 for the setting up of the Pilot Project for Library for the year 1973, 1974 and 1975.

Educational Media Service

The educational media is an essential instrument of the supporting services. Its main objective is to enhance the teaching and learning in schools. The Educational Media Service is comprised of:-

i) Educational Television Section;
ii) Schools Radio Section; and
iii) Audio-Visual Aids Section

Educational Television was officially launched on 19th. June, 1972. Although the service is directly under the Ministry of Education, its co-operation spreads as far out as the Ministry of Information and the Ministry of Communication, especially for the technical personnel and transmission facilities. This Section is comprised of Production, Graphic and Design, Film and Technical Units.

Broadly, the aim of establishing ETV in Malaysia is directed at improving the quality of education by demonstrating effective teaching methods through the multisensory medium of television. More specifically, ETV is employed by the Ministry of Education to carry out the following functions:-

1. Supplement the Ministry's overall educational programmes for schools, particularly those in the rural areas;
2. Improve the quality of education by demonstrating good teaching models;
3. Assist in curriculum reforms through speedy and effective delivery;

4. Assist in the teaching of subject areas where trained teachers are in short supply — especially in Science, Mathematics, and Technical and Vocational subjects;
5. Promote civic consciousness and national unity through Civics programmes;
6. Improve standards in Bahasa Malaysia and Bahasa Inggeris (English Language) through language programmes;
7. Disseminate information of educational interest to parents and also keep teachers up-to-date on curricular innovations and practices through Teachers' World Programme;
8. Assist in teacher training programmes both pre-service and in-service, through the employment of new media techniques;
9. Develop, improve and expand pupils' general knowledge through Hal Ehwal Semasa (Current Affairs) and Perspektif Pendidikan (Education in Perspective).
10. Improve and expand humanities and other subjects such as history, art and music.

The Educational Media Service Advisory Committee decides on the programmes to be aired and other policy matters. The Committee is headed by the Director General of Education with representatives from the various Divisions of the Ministry of Communication. To ensure that all schools are guaranteed of the benefit from the ETV programmes, a total of 5,500 units of TV sets and 2,500 generators (for schools without electricity) were supplied to schools. In 1980, a series of programmes were telecast to schools. The coverage includes Science, Mathematics, Civics, History, Bahasa Malaysia and English at the primary level; Modern Science, Modern Mathematics, Civics, Commerce and "Educational Scope" at the secondary level. The "Educational Scope" is addressed to teachers and the general public.

ETV currently covers the whole of Peninsular Malaysia, Sabah and Sarawak. The weekly telecast time in Peninsular Malaysia has increased to 36 hours 10 minutes covering 29 series of programmes per week in 1979. The programmes are directed to pupils from the upper primary to upper secondary classes, except for Bahasa Malaysia which also caters for pupils in standard three in lower primary classes. The "World of Education" series is produced for teachers and parents while the "Hal Ehwal Semasa" (Current Affairs) programme was started in 1978 for all levels of primary and lower secondary classes. The total number of programmes broadcast has increased to 353 in 1979. Arrangements have been made to dub programmes produced at the ETV headquarters in Kuala Lumpur for broadcast in Sabah and Sarawak. A different set of programmes timetable is used for the two states to cater for their own needs and conditions in schools.

ETV for Sabah and Sarawak was officially launched on 30th. August, 1976. In 1980, 552 topics or programmes were telecast to schools for five days in a week.

The Utilization and Evaluation Unit is responsible for assisting schools in the proper use of ETV. Teachers' guides and notes are sent to schools in advance. By 1980, thirteen Education Media Officers have been appointed to co-ordinate media use at state level.

The School Radio Section is responsible for the production and broadcasting of radio

programmes in four languages; namely, Bahasa Malaysia, English, Chinese and Tamil. The programmes cover a wide range of subjects such as Music, Language, History, Geography, Economics and Islamic Religious Knowledge. In 1980, 77 topics or programmes were broadcast to schools. In addition, a programme entitled "Educational Scope" was also on the air to cover current issues and events in education. Programmes designed for the school-holiday telecast cover topics on general knowledge.

The Audio-Visual Aids Section is instrumental for providing audio-visual services to schools. This section produces supporting materials such as wall-charts, film strips, flips radio or vision and slides. The multi-media unit provides film library for loan to schools. The tape services lend out hardwares such as projectors besides rendering advisory services to the schools regarding the purchase and installation of audio-visual equipment.

VIII

FINANCIAL AIDS

The Ministry of Education offers scholarships, bursaries and other financial aids to Malaysian students. The scholarships and bursaries provided by the Government are channelled through the Scholarships and Training Division of the Ministry and the Public Service Department. The Ministry of Education also helps to administer scholarships awarded by the Commonwealth, the Colombo Plan and other foreign countries.

In addition, scholarships and other forms of financial aids are also awarded by the thirteen State Governments, the Ministry of Social Welfare, statutory bodies, commercial firms, banks and philanthrophic organizations, such as the Tunku Abdul Rahman Foundation, the Lee Foundation, the Asia Foundation, the Kuok Foundation and the Lim Lian Teng Foundation.

The following scholarships and bursaries are made available:

(i) Teaching bursaries/scholarships in the field of Arts, Science, Mathematics, Agriculture and Economics, tenable at universities in Malaysia or abroad;

(ii) Pre-university scholarships for qualified students in the Sixth Form Classes;

(iii) Federal Minor Scholarships for pupils in the secondary schools who are from lower socio-economic backgrounds but have shown excellent academic performance;

(iv) Scholarships and Financial Aids are also given to students in the Fully Residential Schools, Science Secondary Schools, Technical and Vocational Secondary Schools.

Generally, scholarships and other financial aids are awarded to students based on their socio-economic standing. Special consideration is accorded to students or pupils from rural areas and to those who offer courses in the fields of science and technology. The value of scholarships and bursaries offered by the Federal Government is generally fixed but differs according to different levels of study. For those offered by other agencies, the value also depends on the availability of financial resources and financial strength of the awarding agencies. The scholarships and bursaries could be withdrawn if the conduct and performance of the recipients in their studies do not measure up to the level expected.

The State Governments, universities and other semi-government agencies, like MARA, also provide special fundings for the needy students. These loans are given free of

interests and the students repay them by monthly instalments on the completion of their studies and after they have been gainfully employed.

The Commonwealth and the Colombo Plan Scholarships are available for post-graduate and post-professional training in the United Kingdom, Canada, India, Australia, and other Commonwealth countries, particularly in the fields of study which are highly relevant but whose facilities are not available in this country. The Tunku Abdul Rahman Foundation offers study grants or loans to enable students to pursue courses of study at both graduate and post-graduate levels.

The scholarships, bursaries and other financial aids which are channelled through the Ministry of Education are expected to fulfill the national development objectives:

(i) to train and supply skilled manpower;

(ii) to redress the imbalances between groups and regions;

(iii) to strenghter and to further concretize the concept of democratization of education;

(iv) to increase the efficiency and expertise of trained teachers and education officers so that they could become highly trained professionals.

The Ministry of Education thus:

(i) identifies the prospective candidates for the awards of scholarships;

(ii) administers the disbursement of the scholarships to the selected candidates;

(iii) provides sponsorships and loans to potential private students who wish to further their studies abroad;

(iv) channels and co-ordinates all educational aid schemes offered by educational foundations.

The Sarawak Foundation which is a counterpart of the Sabah Foundation, was established on May 29th, 1971, with the aim of providing educational and welfare services. The Foundation has been financing Sarawak pupils to study in either fully or partially residential secondary schools in Peninsular Malaysia. In addition, the Foundation also offers financial aids to students from Peninsular Malaysia to study in secondary schools in Sarawak.

The Sarawak Foundation organizes an "adoption programme" during the school holidays to enable Sarawak pupils in Peninsular Malaysia to socialize themselves in the local communities. The Sarawak Foundation also awards "Local Scholarships" which give financial aids to local pupils from Standard I (Grade I) to Form III (Grade 9). For the benefit of manpower development, scholarships and loans are also provided to students studying at the tertiary level.

The Federal Minor Scholarships Scheme would be extended to Sarawak in 1979. Local Scholarships for pupils of the Government-Aided Secondary Schools in Sarawak and "Aids to poor students attending Government Secondary Schools in Sarawak" are made available to the deserving children, irrespective of their race, religion or area of domicile.

IX

SPECIAL EDUCATION

A special kind of education is provided for handicapped children. They include:

(i) the blind and partially-sighted;
(ii) the deaf and defective hearing;
(iii) the mentally retarded; and
(iv) the spastic.

Education for the handicapped had its beginnings with the establishment of the St. Nicholas Home and the School for the Blind in Malacca in 1926 by the Anglican Missionary Group. These centres were later transferred to Penang in 1931 and presently known as the St. Nicholas for the Blind. Today, the centre runs a kindergarten, a primary school and a workshop.

Government aid for special education commenced as far back as 1954. The current programmes enlisted are to:-

(i) Integrate the blind with normal children in ordinary schools. In 1980, the total enrolment for the blind in primary and secondary levels throughout Peninsular Malaysia was 55.

(ii) Integrate the deaf with normal children in ordinary schools with the use of special "electro-accoustic" equipment. In 1980, there was a total of 1,120 deaf pupils in primary schools in Peninsular Malaysia.

Special education is thus provided in the following fully residential schools:

(a) **The Federation School for the Deaf in Penang**

This school possesses a comprehensive structure. It is a fully government aided school, with educational facilities both at primary and secondary levels, besides providing an array of vocational courses. In 1980, there are 361 pupils both at the primary and secondary levels.

(b) **The St. Nicholas School for the Blind in Penang**

It has an enrolment of about 76 pupils at the primary level. The school, being partially assisted, provides a kindergarten and workshop facilities.

(c) **The Princess Elizabeth School for the Blind in Johor Bharu**

This school is organized and administered by the Malayan Association for the Blind. As from August 1980, a decision has been made by the Ministry of Education so that the school be enlisted into as fully government aided.

(d) **The Gurney Training Centre in Kuala Lumpur**

This partially assisted centre offers pre-vocational and vocational courses for the blind pupils from the age of 16 and above. The school was established by the Malayan Association for the Blind.

(e) **The Setapak Secondary School for the Blind, Kuala Lumpur.**

This is a residential school built by the Ministry of Education under the Second Malaysia Plan. The enrolment, in 1980, is 80 comprised of visually handicapped boys and girls from all parts of the country. It also offers hostel accommodation for visually handicapped pupils who study in the integrated programmes.

In addition, the following schools have been established to provide learning and training opportunities for spastic and mentally retarded children. These institutions are found in:

(a) Selangor (one each for mentally retarded and spastic children);

(b) Penang (one each for mentally retarded and spastic children);

(c) Perak (one school for the mentally retarded children only);

(d) Johor (one school for the spastic children only).

In 1980, the total enrolment of mentally retarded children enlisted in the schools is 400, and another 269 spastic children are registered in the programmes.

Slow Learners

In 1975, the Ministry of Education has also introduced special programmes which offer remedial instruction to slow learners or the educationally disadvantaged children. In 1980, there were about 330 primary schools participating in the programmes.

The syllabuses used either by these special classes or these schools are similar to that of normal schools. Certain modifications and adaptations have been made in the public examinations to suit their requirements. The Blind children use braille and are given longer time to complete their test papers.

Teachers in these schools are selected from among qualified and experienced teachers in normal schools. They are trained in various fields of special education conducted by the Ministry of Education or in related institutions abroad, such as in the United Kingdom, Australia, New Zealand and the United States of America.

New projects have been launched that cut across various aspects of special education. They are as follows:

(i) the opening of additional secondary classes for the deaf in certain states of Malaysia;

(ii) the setting up of another fully residential school for the deaf in Shah Alam, Selangor, with strong inclination towards vocational training. This project is under the Third Malaysia Plan.

(iii) Under the Fourth Malaysia Plan, it has been approved that a Braille Production Unit and a Resource Centre for the education of the Blind will be set up in the country.

X

HIGHER EDUCATION

Higher education comprises of studies at the universities and at various colleges under the administration of the Higher Education Division, Ministry of Education. Local institutions of higher education are generally self-governing. However, the University and University-Colleges Act of 1971 regulates the establishment, maintenance and administrations of universities and university-colleges. Section 3 of this Act provides that the Minister of Education is responsible for the general direction of higher education in Malaysia. The Act also provides in Section 5 that no university or university-college may be established except in accordance with the Act. A university or a university-college to be set up can only be established by an Incorporation Order under the seal of His Majesty the King. According to the provision in the University and University-college Act of 1971, Section 24, no higher educational institution and no person may issue a degree or diploma purporting to come from a university or university-college unless in accordance with the Act.

University Education

Local facilities in higher education have expanded rapidly in recent years. There are now five universities. They are the University of Malaya established in 1961, the University of Science Malaysia in 1969, National University of Malaysia in 1970, University of Agriculture Malaysia in 1971 and University of Technology Malaysia in 1972.

Historically, the development of higher education in Malaysia can be divided into four stages:

(1) **Higher Education in Malaysia before 1957**

Higher education in Malaysia began modestly with the establishment of the Straits Settlements and Federated Malay State Government Medical School in Singapore in July, 1905. The school offered courses in Medicine and Dentistry. In 1912, it was renamed the King Edward VII Medical School. A second institution of higher education was established in Singapore in 1928 as the Raffles College. This institution provided courses in English, History, Mathematics, Physics, Chemistry, Education, Economics and Geography. These two colleges developed side by side until 1949 when they were amalgamated into the University of Malaya in Singapore. In 1956, a division of the University was opened at Kuala Lumpur.

(2) **The University of Malaya**

Following the Aitken Commission's Report, legislation was passed for the continuance of the University of Malaya as a single university and the establishment of two autonomous divisions of equal status, one in Singapore and the other in Kuala Lumpur. The legislation came into effect on 15th. January, 1959. In 1960 the government of the Federation of Malaya decided that the Kuala Lumpur Division should become the University of Malaya. The University of Malaya Act came into effect on 1st. January, 1962, whereby the University of Malaya in Kuala Lumpur was legally established, while the University of Malaya in Singapore was renamed the University of Singapore.

The University of Malaya in Kuala Lumpur developed rapidly. From an enrolment of 323 students in 1959 it has over 8,400 today. The University has faculties in Arts, Economics and Administration, Dentistry, Engineering, Science, Law, Medicine and Education. Medical students have their practical training at the University Hospital at Petaling Jaya. The University of Malaya also provides post-graduate courses in its institute of advanced studies. An objective is to produce highly trained manpower for research and teaching and to fill senior posts in industries and government bodies.

(3) **New Universities since 1969**

The Higher Education Planning Committee established on 26th. September, 1962, produced its first Report in 1967. Among the recommendations in the Report are:

i) the Technical College be converted into an Institute of Technology;

ii) the Faculty of Agriculture at the University of Malaya be expanded rapidly;

iii) a University College be established in Penang and be ready to admit students in 1970;

iv) in addition to courses conducted in English, more Arts and Science courses, including courses in Technology, be conducted in Bahasa Malaysia at both the University and College levels.

The University of Science Malaysia

The University of Science Malaysia was established in Penang in 1969, as the University of Penang. The University offers courses in Natural Science, Humanities, Education, Pharmaceutical Science, Aplied Science, and Building Science and Technology. The University offers courses in its Schools of Studies. Within each school, the subjects are combined and the courses are organized in such a manner that the traditional specialization in a chosen subject is possible, while at the same time ensuring that the student is acquainted with other related fields of study. The University also organizes Off-Campus Academic Programmes to provide opportunities for working adults to pursue part-time university education leading to a degree.

The National University of Malaysia

The National University of Malaysia was established in 1970 by incorporating the Muslim College, the earliest institution of Islamic higher education in Malaysia. It is now

located at Bangi, Selangor. It has now six faculties: Social Sciences, Economic and Management, Islamic Studies, Medicine, and the Institute of Malay Language, Literature and Culture. The medical students do their practical training at the General Hospital, Kuala Lumpur.

The medium of instruction of the National University of Malaysia is Bahasa Malaysia, but English is a compulsory second language. Students in the Faculties of Arts and Islamic Studies are required to take courses in General Science in the first and second year. Likewise, students in the Faculty of Islamic Studies are required to take two units of studies offered by the Faculty of Arts in the first year, and three units in the second and third year.

The University of Technology Malaysia

This University institution began in October 1925, as a school of the Public Works Department in Kuala Lumpur. In 1946, the school was reopened as the Technical College. In 1971, it was renamed the National Institute of Technology.

On the 14th. March 1972, the institute was raised to university status and named the University of Technology Malaysia. It offers courses through various faculties and Schools of Studies, namely, Civil Engineering, Mechanical Engineering, Electrical Engineering, Architecture, Survey, Humanities and Science. These courses are provided at the diploma and degree levels. The University also offers a course with Diploma in Science with Education. This university does not provide courses in Arts, though students are required to take an elementary course in Islamic Studies or Ethics. The medium of instruction is Bahasa Malaysia. A new site for the university campus is at Johor Bharu.

The University of Agriculture Malaysia

This University institution began in May, 1931 as a school of Agriculture for training of agricultural assistants employed by the Government. On 3rd. June, 1947, the School was renamed the College of Agriculture, Serdang.

In 1971, the University of Agriculture was established by the amalgamation of the College of Agriculture Serdang and the Faculty of Agriculture of the University of Malaya, and sited at the College of Agriculture, Serdang. The University provides courses at degree and diploma levels. Degree courses are offered by several faculties, namely, Agri-Business, Veterinary Medicine, Agricultural Engineering, Education, Forestry, Agriculture and Science with Enviromental Studies. Courses at diploma level are offered in various fields, including, Forestry, Fishery, Agriculture, Science with Education and Home Technology.

The Structure of Courses

The structure of first degree courses in the local universities has a varied pattern. The difference is not only found between universities but also between faculties. Both honours and pass degree courses in the Humanities, Social Science, and Natural Sciences may be either of three or four years' duration in all universities except at the National University of Malaysia. The National University of Malaysia awards a pass degree on completion of the initial three-year course. Selected students can continue the honours degree. Following the order of universities, students who read certain courses of studies at the honours level may be awarded a pass degree should they fail to reach the required standard of passes in the final examination. Courses in Medicine, Dentistry and Veterinary Science are of five to six years' duration.

First degree courses in the fields of Medicine and Engineering may be preceeded by the students taking one year preliminary course in basic science and other related subjects. The course is primarily meant for students from rural areas where facilities for the teaching of Science and Mathematics are limited and thus giving them the opportunity to acquire further studies in these fields.

College level Education

(1) The MARA Institute of Technology was established in 1956 under the Rural Industrial Development Authority (RIDA) by the Ministry of National and Rural Development. Its early stages were confined to the training of personnel in commercial studies. In 1965, RIDA became Majlis Amanah Rakyat (MARA) and the institute became MARA College. Some of the commercial training courses were up-graded to the professional level. In 1967, the college was renamed the MARA Institute of Technology. Its main campus is located at Shah Alam, Selangor. It has branch campuses at Kangar, Perlis, Kuala Trengganu, Segamat and Johor Bharu, Johor, Kota Kinabalu, Sabah, and Kuching, Sarawak. In 1980, it has a total enrolment of 16,403. The Institute offers courses through "schools", namely, Accounting; Administration and Law; Applied Science; Architecture, Planning and Survey; Art and Design; Business and Management; Computer Science and Mathematics; Engineering; Hotel and Catering Management; Library Science; Mass Communication; Pre-University Studies and Language Centre. In all, 78 courses are provided and 12 of them prepare students for overseas degree and diplomas.

(2) **The Tunku Abdul Rahman College**

The Tunku Abdul Rahman College was established in 1969 under the Education Act of 1961. The aim is to complement the government's efforts towards meeting the growing needs of the nation for Pre-University education and for professional and sub-professional courses of studies. The College has 4 schools, namely, Pre-University, Business Studies, Arts and Science, Technology. In 1972, another "school" called the Extra-Mural Studies Department was introduced. In 1980, it has a total enrolment of 1,272.

XI

EDUCATIONAL SERVICES AND TRAINING BY OTHER AGENCIES

The formal education system is entrusted with the difficult task of producing trained manpower. However, there are other agencies which work parallel to and supplement the Ministry's efforts in providing education and training to meet the national development needs of Malaysia.

Private Educational Institutions

A number of private institutions provide education alongside the formal education system. These institutions provide education services from the kindergarten level to the Sixth Form level.

At the kindergarten level, they provide services that are not available in the formal education system. At the lower secondary and upper secondary levels these institutes provide opportunities for drop-outs from the formal system to continue and/or further their studies and to enable them to attain educational requirements for post-secondary education or to obtain better paid jobs. Some private institutions provide vocational subjects such as type-writing, short-hand, accounts and banking.

Government and Quasi-Government Agencies

Similarly, various government departments also provide training outside the formal education system. These are designed to train both youths and adults for specific vocation or expertise.

The non-formal vocational and technical skills form an intergral part of the overall national educational and training programmes. The objectives of the non-formal education in Malaysia are:

(i) to promote an awareness of the changes in the environment, and thus bringing about changes in the society;
(ii) to prepare youths for productive activity by offering them relevant courses that would enable them to improve themselves;

(iii) to prepare youths to participate and involve themselves in commerce and other enterprises;

(iv) to educate and inculcate desirable attitudes for personal, social and community development and

(v) to create a democratic society based on the principles of the National Ideology (Rukunegara).

One significant development in recent years was the establishment of the National Industrial Training and Trade Certification Board (NITTCB). The objective is mainly to provide common trade standards and to improve non-formal vocational training programmes. In 1972, a National Advisory Council of Industrial Training with representatives from the public and private sectors was established to co-ordinate the overall industrial training.

Among education and training programmes of the various government agencies are the following:

(i) **Ministry of Labour and Manpower**

The Training Services in the Manpower Department under the Ministry of Labour and Manpower has the responsibility of organizing and implementing training programmes and providing concultancy and other services to industries as required. The following industrial training courses are provided at the Industrial Training Institutes in Kuala Lumpur and Prai on a sponsorship basis:

(a) Apprenticeship courses;
(b) Skill-upgrading courses;
(c) Instructional and Technical courses; and
(d) Trade Instructor Training courses.

(ii) **Ministry of Culture, Youth and Sports**

The Youth Division in the Ministry of Culture, Youth and Sports has been assigned, among other responsibilities, the function of establishing and operating specialized youth training programmes. One of its tasks, therefore, is to equip the youths with technical, business and leadership skills and to be self-reliant.

In order to meet the above-mentioned goals the Ministry has established the following institutions, namely:

(a) The National Youth Leadership Training Centre in Pertak, Kuala Kubu Bharu (Selangor); and
(b) The National Youth Development Corps and the National Youth Pioneer Corps at Dusun Tua (Selangor).

In addition to these, the Ministry also provides on-the-job training programmes.

(iii) **MARA**

Under the Majlis Amanah Rakyat Act of 1965, MARA was established to give motivation, guidance and training to Bumiputeras to participate actively in

commerce and industry. In pursuance of this objective, the Training Division of MARA, apart from giving scholarships and educational loans, also provides vocational training for Bumiputera youths at MARA Vocational Institutions and on-the-job training with public and private agencies.

There are six vocational training institutions throughout the country organised by MARA and the trades taught include mechanical, electrical, building, tailoring and other related industries. The period of training varies from 6 to 24 months and includes institutional training as well as on-the-job training.

(iv) **Mass Media**

The Radio and TV Malaysia play an important role in the field of non-formal education. TV Malaysia devotes 30% and Radio Malaysia 25% of their programmes on "information and education".

These programmes are produced in "Course-type" and are presented in series. Among the "Course-type" series produced by TV Malaysia are:-

(a) National Language,
(b) Art,
(c) Gardening,
(d) Folk Dance,
(e) Jawi Script, and
(f) Home Craft.

Radio Malaysia broadcasts "Course-type" series in the National Language, Agriculture, Health, Medicine, the Islamic Religion, Business and Industry, Career guidance and World Affairs and Religious Knowledge.

Newspapers too provide series of lessons in Language, religious studies, home craft, etc.

(v) **Ministry of Agriculture and Rural Development**

Increasing the productivity of the farmers in particular, and the rural communities as a whole, is the main objective of Malaysia's Development Programmes. The resourcefulness of the people constitutes an important social dimension to the total development programme. In this regard, the Ministry of Agriculture has embarked on a wide variety of non-formal programmes to educate and train farmers, womenfolk and youths either for specific vocational requirements or self-employment in agricultural trades.

These programmes include the following:-

(a) The training of youths at the Agriculture Institutes to become agricultural technicians.
(b) The training of youths at the Rural Agricultural Training Centres in agriculture, home technology and management.
(c) The training of youths on all aspects of farming and padi mechanization at agricultural centres.

(d) The out-of-school training of farmers and rural families in agriculture and domestic science.

(e) Agricultural Extension Programmes which focus attention on the improvement of the farm, the home, the womenfolk, youth and the community as a whole. The projects are aimed at developing their technical skills as well as management abilities so that they could utilize all the available resources so as to obtain maximum production.

(f) Courses in Home-Economics are provided for women, as it is recognized that women play a vital role not only in child bearing, child rearing and home-making but also in the structure of the rural economy.

(g) Other programmes of the Ministry of Agriculture for rural people include:

(1) Pre-School Children's Programme,

(2) Adult Education Programmes:

(i) Basic literacy classes

(ii) Functional Literacy classes

(iii) Work oriented classes

(3) Establishment of rural libraries

(4) Organizing Community projects.

Apart from these programmes, other departments organised training schemes for their own personnel. The Malayan Railways Administration trains apprentices in various skills related to railway maintenance. The Telecommunication Department provides several courses including courses in Radio and Microwave. The Postal Department provides training courses for clerical staff, uniformed staff and senior postal officers. The Public Services Department, at its Staff Training Centre (INTAN), offers courses on land administration, management, supervision and local government. The Town and Country Planning Commission provides courses for tracers, craftsmen, planning assistants and technical cadets. Departments such as Customs and Excise, Drainage and Irrigation, Radio Malaysia, Veterinary, Agriculture, Fisheries, Social Welfare and Health also provide specialized training in their respective fields for their staff.